Assignment Briefs

OTHM Level 3 Foundation Diploma in Health and Social Care

Qualification Number: 603/6776/3 | October 2020

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Assessment guidance for criterion referenced marking.

The assessment grading criteria characterises the level of complexity and demand expected of students at each level of qualification. Please note that these are generic descriptors which apply mainly, though not exclusively, to written academic work.

Any further unit-specific assessment criteria, such as number of words, should be clearly stated in each individual assignment brief.

Result.	Level 3	Level 4	Level 5	Level 6	Level 7
Pass	Detailed answers to all parts of the questions or tasks. Clearly structured and focused, demonstrating overall coherence and in-depth understanding of the unit content and assessment requirements. Evidence of the use of independently sourced material, well applied in all contexts. Very few errors in grammar as appropriate.	Detailed response to all relevant parts of the questions or tasks, with evidence of clear understanding of the issues. Well-structured with evidence of independent reading supporting the argument. Clear evidence of a range of independently sourced material, well applied in all contexts. Very few errors in referencing or grammar or syntax as appropriate.	Very full, independent response to the assignment, applying relevant material well beyond any module input, demonstrating independent study. Excellent understanding and application of relevant theory, concepts and models. Very clear logical structure. Very few errors in referencing or grammar or syntax as appropriate.	Excellent links between relevant ideas, theories and practice. Evidence of independent learning and the ability to engage critically and analytically with a wide range of contextually relevant resource material. Demonstration of original insights supported by well-structured overall argument. Very few errors in referencing or grammar or syntax as appropriate.	The work demonstrates engagement in an academic debate which presents clear evidence of a considered understanding of the topics studied. There is evidence of clear synthesis of theoretical issues and practice. A critical analysis of theoretical models and/or practical applications has resulted in originality. Very few errors in referencing or grammar or syntax as appropriate.

| Fail | Little attempt to engage with assignment brief.

Learning outcomes not fully met.

Inadequate demonstration of knowledge or understanding of key concepts, theories, or practice. | Little attempt to engage with assignment brief.

Learning outcomes not fully met.

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Learning outcomes not fully met.

Inadequate demonstration of knowledge or understanding of key concepts, theories or practice. | Whilst some of the characteristics of a pass have been demonstrated, the work does not address each of the outcomes for the specified assessment task.
The work may be an overly descriptive account demonstrating minimal interpretation, and there is very limited evidence of analysis, synthesis or evaluation.

No counterarguments or alternative frames of reference are generated or considered. |
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RESPONSIBILITIES OF A HEALTH AND SOCIAL CARE WORKER

Unit Reference Number	H/618/5284
Unit Title	Responsibilities of a Health and Social Care Worker
Unit Level	3
Number of Credits	10
Guided Learning Hours (GLH)	20
Total Qualification Time	100
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

This aim of this unit is to provide learners with an understanding of the roles and responsibilities involved in working in a wide range of health and social care settings. The unit also provides learners with the knowledge required to understand working relationships, and how to work in partnership with others in health and social care settings.

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:
1. Understand working relationships in health and social care settings.	1.1 Explain roles and responsibilities in health and social care settings. 1.2 Explain ways in which a working relationship is different from a personal relationship. 1.3 Explain the role of regulators and advisors within health and social care.
2. Understand the importance of adhering to the agreed scope of the job role.	2.1 Explain why it is important to follow agreed ways of working. 2.2 Describe how to access details of agreed ways of working 2.3 Explain how to contribute to quality assurance processes to promote positive experiences for individuals receiving care.
3. Understand the importance of partnership working in health and social care.	3.1 Explain the benefits of working in partnership with others in the health and social care sector. 3.2 Describe examples of best practice of health and social care services working together. 3.3 Describe ways of working that can help improve partnership working.

Guidance:
You will summarise your findings in a portfolio of evidence to include a presentation with an accompanying report and a briefing report.
The portfolio of evidence you produce should contain the proof that you have attained, and can apply, the knowledge, skills and behaviours defined in the required standard.

Scenario:
You are attending an interview for a role with a local Health Care Provider. As part of the interview process you have been asked to prepare a presentation and accompanying report to show that you understand about the roles and responsibilities involved in working in a wide range of health and social care settings.

Task 1 of 2 - Presentation and Report (ACs 1.1, 1.2, 1.3, 2.1, 2.2, 2.3)

Instructions:
The following points need to be included when preparing the presentation and report:
- Roles and responsibilities in health and social care settings.
- Ways in which a working relationship is different from a personal relationship.
- The role of regulators and advisors within health and social care.
- Why it is important to follow agreed ways of working.
- How to access details of agreed ways of working.
- How to contribute to quality assurance processes to promote positive experiences for individuals receiving care.

Delivery and Submission:
- 1x Presentation file and speaker notes (500 words) and accompanying report – (1500 words) excluding diagrams, references, and appendices.

Task 2 of 2 – Interview Notes (ACs 3.1, 3.2, 3.3)

Instructions:
To be prepared for the interview, draft notes that:
- Explain the benefits of working in partnership with others in a Health and Social Care sector.
- Describe examples of best practice of health and social care services working together.
- Describe ways of working that can help improve partnership working.

Delivery and Submission:
- 1x Interview notes – 500 words excluding diagrams, references, and appendices.

Referencing:
- You should use and cite a range of academic and reliable sources.
- A comprehensive Harvard style reference list must be included at the end of the work.

Evidence to be submitted:
- Presentation file and speaker notes – 500 words
- Accompanying Report – 1500 words
- Interview notes – 500 words

PERSONAL AND PROFESSIONAL DEVELOPMENT IN HEALTH AND SOCIAL CARE

Unit Reference Number	T/618/5287
Unit Title	Personal and Professional Development in Health and Social Care
Unit Level	3
Number of Credits	10
Guided Learning Hours (GLH)	20
Total Qualification Time	100
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

This aim of this unit is to provide learners with an understanding of personal development and reflective practice, both fundamental aspects to roles in Health and Social Care.
Health and Social Care workers have a professional duty to maintain the currency of their knowledge and skills and they do this by continuing to learn and reflecting on what they do. The unit also enables learners to explore the use of reflective practice when improving their performance and informing their development.

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:
1. Understand what is required for competence in own work role.	1.1 Explain the duties and responsibilities of own work role. 1.2 Explain how relevant standards can promote best practice in the health and social care sector. 1.3 Explain how own values, belief systems and experiences may affect working practice.
2. Be able to reflect on practice.	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided. 2.2 Demonstrate the ability to reflect on practice. 2.3 Explain how reflective practice can lead to improved ways of working.
3. Understand how to evaluate own performance in the workplace.	3.1 Explain why evaluation of own performance is important 3.2 Evaluate own knowledge, competence and understanding against relevant standards. 3.3 Justify the role of feedback to evaluate own performance and inform development.
4. Understand personal development plans	4.1 Identify sources of support for planning and reviewing own development. 4.2 Review and prioritise own learning needs and development opportunities. 4.3 Devise own personal development plan.

Guidance:
You will summarise your findings in a portfolio of evidence, to include a report, case study and development plan.

The portfolio of evidence you produce should contain the proof that you have attained, and can apply, the knowledge, skills and behaviours defined in the required standard.

Scenario:
For this assignment you are required to explore how reflective practice affects your practice in the health and social care sector and informs professional development.

Task 1 of 3 – Report (ACs 1.1, 1.2, 1.3)

Instructions:
You are carrying out a review of your job role, in preparation for agreeing a personal development plan.

Prepare a report in which you:
- Explain the duties and responsibilities of own work role.
- Explain how relevant standards can promote best practice in the health and social care sector.
- Explain how own values, belief systems and experiences may affect working practice.

Delivery and Submission:
- 1x Report – 1000 words excluding diagrams, references, and appendices.

Task 2 of 3 – Case Study (ACs 2.1, 2.3, 3.1, 3.3,)

Instructions:
Prepare a case study to research reflective practice, in order to:
- Explain the importance of reflective practice in continuously improving the quality of service provided.
- Explain how reflective practice can lead to improved ways of working.
- Explain why evaluation of own performance is important
- Justify the role of feedback to evaluate own performance and inform development.
- Identify sources of support for planning and reviewing own development.

Delivery and Submission
- 1x case study– 1000 words excluding diagrams, references, and appendices.

Task 3 of 3 – Development Plan and Report (ACs 2.2, 3.2, 4.1, 4.2, 4.3)

Instructions:
You are now ready to evaluate your own practice and use the findings to inform a personal development plan. Reflect on an area of your work or studies and use your findings to create a personal development plan and summary report of the outcomes.

You are required to:
- Demonstrate the ability to reflect on practice.
- Evaluate own knowledge, competence and understanding against relevant standards.
- Review and prioritise own learning needs and development opportunities.
- Devise own personal development plan.

Delivery and Submission
- 1x Personal development plan and summary report – 500 words excluding diagrams, references, and appendices.

Referencing:
- You should use and cite a range of academic and reliable sources.
- A comprehensive Harvard style reference list must be included at the end of the work.

Evidence to be submitted:
- Report – 1000 words
- Case study– 1000 words
- Personal development plan and report – 500 words

EFFECTIVE COMMUNICATION IN HEALTH AND SOCIAL CARE PRACTICE

Unit Reference Number	F/618/5289
Unit Title	Effective Communication in Health and Social Care Practice
Unit Level	3
Number of Credits	10
Guided Learning Hours (GLH)	20
Total Qualification Time	100
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to explore the importance of communication in health and social care settings, and how to ensure individual needs and preferences for communication are met at all times. The unt also enables the learner to develop their understanding of good practice in respect of equality, diversity and rights in a health and social care setting.

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:
1. Understand why effective communication is important in health and social care work settings.	1.1 Identify reasons why people communicate. 1.2 Explain the impact of communication on relationships in the work setting. 1.3 Explain approaches used to manage challenging situations.
2. Be able to meet the communication wishes and preferences of individuals.	2.1 Establish the communication and language wishes and preferences of individuals to communicate effectively. 2.2 Describe the factors to consider when promoting effective communication. 2.3 Utilise a range of communication methods and styles to meet individual needs. 2.4 Explain how to respond to an individual's reactions when communicating.
3. Understand possible barriers to communication.	3.1 Describe barriers to effective communication. 3.2 Analyse ways to overcome barriers to communication. 3.3 Explain how to access extra support or services to enable individuals to communicate effectively.
4 Understand equality, diversity and inclusion within health and social care.	4.1 Explain the terms: • equality • diversity • inclusion. 4.2 Explain the impact of barriers to inclusion. 4.3 Explain the legislation relating to equality, diversity and inclusion in service provision. 4.4 Explain how to promote equality, diversity and inclusion in work practice.

Guidance:
You will summarise your findings in a portfolio of evidence to include a report and presentation with an accompanying report. The portfolio of evidence you produce should contain the proof that you have attained, and can apply, the knowledge, skills and behaviours defined in the required standard.

Scenario:
Communication is a process we all use to make contact with others to understand their needs and requirements. Communication involves sending and receiving messages in a continuous cycle which is repeated and becomes an important part of all relationships.

Task 1 of 2 - Report (ACs 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3)

Instructions:
Using a health and social care setting you are either familiar with or have seen in the media, assess the methods of communication used by people accessing the service and people working there. You are advised to check with your tutor that your choice of topic is appropriate.

Prepare a report, in which you:
- Identify reasons why people communicate.
- Explain the impact of communication on relationships in the work setting.
- Explain approaches used to manage challenging situations.
- Establish the communication and language wishes and preferences of individuals to communicate effectively.
- Describe the factors to consider when promoting effective communication.
- State how you would utilise a range of communication methods and styles to meet individual needs.
- Explain how to respond to an individual's reactions when communicating.
- Describe barriers to effective communication.
- Analyse ways to overcome barriers to communication.
- Explain how to access extra support or services to enable individuals to communicate effectively

Delivery and Submission:
- 1x Report – 2000 words excluding diagrams, references, and appendices.

Task 2 of 2 Presentation and Report (ACs 4.1, 4.2, 4.3, 4.4)

Instructions:
You are required to prepare a presentation to be used for staff new to the sector, you should also prepare brief accompanying report to explain key points.

Your presentation and reports should:
- Explain the terms:
    - Equality
    - Diversity
    - Inclusion.
- Explain the impact of barriers to inclusion.
- Explain the legislation relating to equality, diversity and inclusion in service provision.
- Explain how to promote equality, diversity and inclusion in work practice.

Delivery and Submission:
- 1x Presentation file and speaker notes (500 words) and accompanying report – (500 words) excluding diagrams, references, and appendices.

Referencing:
- You should use and cite a range of academic and reliable sources.
- A comprehensive Harvard style reference list must be included at the end of the work.

Evidence to be submitted:
- Report - 2000 words
- Presentation file speaker notes – 500 words
- Accompanying Report – 500 words

HEALTH, SAFETY AND WELLBEING IN HEALTH AND SOCIAL CARE SETTINGS

Unit Reference Number	F/618/5292
Unit Title	Health, Safety and Wellbeing in Health and Social Care Settings
Unit Level	3
Number of Credits	10
Guided Learning Hours (GLH)	20
Total Qualification Time	100
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to provide the learner with the knowledge and skills required to promote and implement health and safety in their work setting. The unit also addresses the important area of safeguarding individuals from abuse, identifying different types of abuse and the signs and symptoms that might indicate abuse is occurring.

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:
1. Understand responsibilities relating to health and safety in health and social care.	1.1 Identify legislation relating to health and safety in a health and social care work setting. 1.2 Explain how health and safety policies and procedures and other agreed ways of working underpin practice. 1.3 Explain the main health and safety responsibilities of: • Self • The employer or manager • Others in the work setting. 1.4 Identify tasks in the work setting that should not be carried out without training. 1.5 Explain principles for safe moving and handling. 1.6 Describe safe practices for handling hazardous substances.
2. Understand how to minimise the spread of infection.	2.1 Understand the principles of Chain of Infection 2.2 Understand the impact of breaking the chain of infection at any point 2.3 Explain own role in reducing the spread of infection. 2.4 Describe the recommended method for hand-washing. 2.5 Explain how to ensure that own health and hygiene do not pose a risk to an individual or to others at work.
3. Know how to recognise signs of abuse.	3.1 Define the following types of abuse: • Physical abuse • Domestic violence or abuse • Sexual abuse • Psychological or emotional abuse • Financial or material abuse

	• Modern slavery
	• Discriminatory abuse
	• Organisational or institutional abuse
	• Neglect or acts of omission
	• Self-neglect
	3.2 Explain the action to take if there are suspicions that an individual is being abused.
	3.3 Describe factors that may contribute to an individual being more vulnerable to abuse.
	3.4 Explain the roles of different agencies in safeguarding and protecting individuals from abuse.

Guidance:
You will summarise your findings in a portfolio of evidence to include a presentation with an accompanying report and a briefing report.
The portfolio of evidence you produce should contain the proof that you have attained, and can apply, the knowledge, skills and behaviours defined in the required standard.

Scenario:
As part of your job role in a health and social care setting, you are interested in taking responsibility for health and safety. You decide to carry out some research to show how to promote and implement health and safety in a work setting.

Task 1 of 2 – Presentation and Report
(ACs 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5)

Instructions:
Prepare a presentation and report, in which you explain ways health and safety can be monitored and maintained in health and social care settings. Include a summary report to support the presentation.

In your presentation and report you should:
- Identify legislation relating to health and safety in a health and social care work setting.
- Explain how health and safety policies and procedures and other agreed ways of working underpin practice.
- Explain the main health and safety responsibilities of:
    o Self
    o The employer or manager
    o Others in the work setting.
- Identify tasks in the work setting that should not be carried out without training.
- Explain principles for safe moving and handling.
- Describe safe practices for handling hazardous substances.
- Understand the principles of chain of infection
- Understand the impact of breaking the chain of infection at any point
- Explain own role in reducing the spread of infection.
- Describe the recommended method for hand-washing.
- Explain how to ensure that own health and hygiene do not pose a risk to an individual or to others at work.

Delivery and Submission:
- 1x Presentation file and speaker notes (500 words) and accompanying report – (1500 words) excluding diagrams, references, and appendices.

Task 2 of 2 - Report (ACs 3.1, 3.2, 3.3, 3.4)

Instructions:
The media is regularly reporting on incidents of harm and abuse. This can range from withholding medication, to unauthorised use of money and resources to harm caused by inflicting injury on a person.
Carry out research to explore this further. Present your findings in a report.

In your report you should
- Define the following types of abuse:
    - Physical abuse
    - Domestic violence or abuse
    - Sexual abuse
    - Psychological or emotional abuse
    - Financial or material abuse
    - Modern slavery
    - Discriminatory abuse
    - Organisational or institutional abuse
    - Neglect or acts of omission
    - Self-neglect
- Explain the action to take if there are suspicions that an individual is being abused.
- Describe factors that may contribute to an individual being more vulnerable to abuse.
- Explain the roles of different agencies in safeguarding and protecting individuals from abuse.

Delivery and Submission:
- 1x Report – 1000 words excluding diagrams, references, and appendices

Referencing:
- You should use and cite a range of academic and reliable sources.
- A comprehensive Harvard style reference list must be included at the end of the work.

Evidence to be submitted:
- Presentation file and speaker notes – 500 words
- Accompanying Report – 1500 words
- Report – 1000 words

PERSON-CENTERED APPROACHES IN HEALTH AND SOCIAL CARE SETTINGS

Unit Reference Number	J/618/5293
Unit Title	Person-centred Approaches in Health and Social Care Settings
Unit Level	3
Number of Credits	10
Guided Learning Hours (GLH)	20
Total Qualification Time	100
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to provide learners with the knowledge and understanding required to implement and promote person-centred approaches. A person-centred approach is where the person is placed at the centre of the service and treated as a person first. The unit explores how the focus is on the person and what they can do, not their condition or disability.

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:
1. Understand person-centred approaches utilised in health and social care.	1.1 Define person-centred values 1.2 Explain how person-centred values underpin health and social care practice. 1.3 Explain how care plans are central when applying person-centred values. 1.4 Describe factors that contribute to the wellbeing of individuals.
2. Understand ways of working in a person-centred way.	2.1 Describe ways to understand individual preferences, wishes and needs. 2.2 Explain ways to put person-centred values into practice. 2.3 Review practice in response to an individual's changing needs or preferences.
3. Understand the importance of establishing consent when providing support.	3.1 Explain when an individual might be required to give consent. 3.2 Describe factors that influence the capability of an individual to give consent. 3.3 Establish consent for an activity or action. 3.4 Explain what steps to take if consent cannot be readily established.
4. Understand the importance of promoting active participation.	4.1 Explain the principle of active participation 4.2 Describe ways of ensuring active participation to meet individual's needs. 4.3 Explain how to support an individual to agree how active participation will be implemented.

Guidance:
You will summarise your findings in a portfolio of evidence to include a guidance document and a briefing report.
The portfolio of evidence you produce should contain the proof that you have attained, and can apply, the knowledge, skills and behaviours defined in the required standard.

Scenario:
You are employed at Ryemoor, a health and social care setting.
New employees are not familiar with some aspects of the care needs of individuals so need to be advised about person-centered approaches to ensure needs are fully met.

Task 1 of 2 – Guidance Document (ACs 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3)

Instructions:
You are required to research information and prepare guidance to inform new staff, putting this together for use in induction and training.

The information and guidance should:
- Define person-centred values
- Explain how person-centred values underpin health and social care practice.
- Explain how care plans are central when applying person-centred values.
- Describe factors that contribute to the wellbeing of individuals.
- Describe ways to understand individual preferences, wishes and needs.
- Explain ways to put person-centred values into practice.
- Review practice in response to an individual's changing needs or preferences.
- Explain the principle of active participation
- Describe ways of ensuring active participation to meet individual's needs.
- Explain how to support an individual to agree how active participation will be implemented.

Delivery and Submission:
- 1x Guidance document – 1500 words excluding diagrams, references and appendices.

Task 2 of 2 - Briefing Report (ACs 3.1, 3.2, 3.3, 3.4)

Instructions:
There has been a recent issue at the setting, whereby personal care had been carried out without gaining the individual's permission.
You have been asked to prepare a briefing report to be given to all staff.

In the briefing report you must:
- Explain when an individual might be required to give consent.
- Describe factors that influence the capability of an individual to give consent.
- Establish consent for an activity or action.
- Explain what steps to take if consent cannot be readily established.

Delivery and Submission:
- 1x Briefing Report - 1000 words excluding diagrams, references, and appendices.

Referencing:
- You should use and cite a range of academic and reliable sources.
- A comprehensive Harvard style reference list must be included at the end of the work.

Evidence to be submitted:
- Guidance Document– 1500 words
- Briefing Report – 1000 words

EFFECTIVE HANDLING OF INFORMATION IN HEALTH AND SOCIAL CARE SETTINGS

Unit Reference Number	L/618/5294
Unit Title	Effective Handling of Information in Health and Social Care Settings
Unit Level	3
Number of Credits	10
Guided Learning Hours (GLH)	20
Total Qualification Time	100
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to consider issues of confidentiality and ethical practice relating to the completion, storage and use of information. The unit also covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:
1. Understand handling of information practice requirements in health and social care settings	1.1 Identify legislation and codes of practice that relate to handling of information in health and social care. 1.2 Explain the legal requirements and codes of practice for handling of information in health and social care.
2. Understand good practice in handling of information.	2.1 Describe how manual and electronic information storage systems are securely maintained. 2.2 Describe practices that ensure security when storing and accessing information. 2.3 Explain the importance of maintaining records that are up to date, complete, accurate and legible.
3. Understand practices relating to confidentiality.	3.1 Explain the meaning of the term confidentiality. 3.2 Discuss how to maintain and promote confidentiality in day-to-day communication. 3.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing information.

Guidance:
You will summarise your findings in a portfolio of evidence to include a guidance document and a briefing report.
The portfolio of evidence you produce should contain the proof that you have attained, and can apply, the knowledge, skills and behaviours defined in the required standard.

Scenario:
Following a very lengthy and detailed inspection, the health and social care setting you work at has been asked to review their approaches to the handling and storage of information, with a specific focus on personal and confidential information.

Task 1 of 1 - Presentation and Report (ACs 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3)

Instructions:
You are required to develop a presentation and supporting report to be used for staff training.

Your presentation and notes should:
- Identify legislation and codes of practice that relate to handling of information in health and social care.
- Explain the legal requirements and codes of practice for handling of information in health and social care.
- Describe how manual and electronic information storage systems are securely maintained.
- Describe practices that ensure security when storing and accessing information.
- Explain the importance of maintaining records that are up to date, complete, accurate and legible.
- Explain the meaning of the term confidentiality.
- Discuss how to maintain and promote confidentiality in day-to-day communication.
- Describe the potential tension between maintaining an individual's confidentiality and disclosing information.

Delivery and Submission:
1x Presentation file and speaker notes (500 words) and accompanying report – (1500 words) excluding diagrams, references, and appendices.

Evidence to be submitted:
- Presentation file and speaker notes – 500 words
- Accompanying Report – 1500 words