

# Health and Social Care

OCR J801/J811/J821 Unit R022 Level 1/Level 2

Cambridge Nationals Award/Certificate/Diploma in Health and Social Care

Unit Recording Sheet

Please read the instructions printed at the end of this form. <b>One</b> of these sheets, suitably completed, should be attached to the assessed work of <b>each</b> candidate.											
<b>Unit Title</b>	<b>Communicating and working with individuals in health, social care and early years settings</b>				<b>Unit Code</b>	<b>R022</b>	<b>Session</b>	Jan / June	<b>Year</b>	<b>2 0</b>	
<b>Centre Name</b>							<b>Centre Number</b>				
<b>Candidate Name</b>							<b>Candidate Number</b>				
<b>Criteria</b>							<b>Teacher Comments</b>		<b>Mark</b>	<b>Page No.</b>	
<b>LO1: Understand how to communicate effectively</b>											
<b>MB1: 1 - 4 marks</b>		<b>MB2: 5 - 8 marks</b>		<b>MB3: 9 - 11 marks</b>							
Demonstrates a <b>basic</b> understanding of effective communication.  Produces a <b>basic</b> explanation of some of the different types of communication methods related to a health, social care and early years setting. This may be a list of points with only <b>partly</b> relevant examples given.  <b>[1 2 3 4]</b>		Demonstrates a <b>sound</b> understanding of effective communication.  Produces a <b>sound</b> explanation of most of the different types of communication methods related to a health, social care and early years setting. Examples given are <b>clear and mostly</b> relevant to a health, social care and early years setting.  <b>[5 6 7 8]</b>		Demonstrates a <b>thorough</b> understanding of effective communication.  Produces a <b>thorough</b> explanation of all the different types of communication methods related to a health, social care and early years setting. Examples given are <b>detailed and wholly</b> relevant to a health, social care and early years setting and link theory to practice.  <b>[9 10 11]</b>							

<b>MB1: 1 – 3 marks</b>	<b>MB2: 4 – 6 marks</b>	<b>MB3: 7 – 9 marks</b>			
<p>Produces a <b>basic</b> description of some of the factors that positively influence communication.</p> <p>Produces a <b>basic</b> description of barriers to communication and offers <b>limited</b> ways to overcome them, giving <b>basic</b> examples, <b>few</b> of which will be relevant to a health, social care and early years setting. There will be <b>some</b> errors in spelling, punctuation and grammar.</p> <p style="text-align: right;"><b>[ 1 2 3 ]</b></p>	<p>Produces a <b>sound</b> description of most of the factors that positively influence communication.</p> <p>Produces a <b>sound</b> description of barriers to communication and offers <b>detailed</b> ways to overcome them. Examples given are <b>sound</b> and <b>most</b> are relevant to a health, social care and early years setting. There will be <b>minor</b> errors in spelling, punctuation and grammar.</p> <p style="text-align: right;"><b>[4 5 6]</b></p>	<p>Produces a <b>thorough</b> description of all the factors that positively influence communication.</p> <p>Produces a <b>thorough</b> description of barriers to communication and offers <b>detailed</b> and <b>effective</b> ways to overcome them. Examples given are <b>detailed</b> and <b>wholly</b> relevant to a health, social care and early years setting and link theory to practice. There will be <b>few</b>, if any, errors in spelling, punctuation and grammar.</p> <p style="text-align: right;"><b>[7 8 9]</b></p>			

Criteria			Teacher Comments	Mark	Page No.
<b>LO2: Understand the personal qualities that contribute to effective care</b>					
<b>MB1: 1 - 6 marks</b>	<b>MB2: 7 - 11 marks</b>	<b>MB3: 12 - 16 marks</b>			
<p>Produces a <b>basic</b> description of the different personal qualities that contribute to care.</p> <p><b>Basic</b> connections are made between personal qualities and effective care and there are <b>limited</b> links to how these are used when caring for an individual in a health, social care or early years setting.</p> <p><b>Basic</b> examples are used which <b>partly</b> illustrate relevant application with <b>some</b> justification of personal qualities to be used and why.</p> <p style="text-align: right;"><b>[1 2 3 4 5 6]</b></p>	<p>Produces a <b>sound</b> description of the different personal qualities that contribute to care.</p> <p><b>Clear</b> connections are made between personal qualities and effective care and there are <b>some</b> links to how these are used when caring for an individual in a health, social care or early years setting.</p> <p><b>Sound</b> examples are used which <b>mostly</b> illustrate relevant application, with <b>clear</b> justification of personal qualities to be used and why.</p> <p style="text-align: right;"><b>[7 8 9 10 11]</b></p>	<p>Produces a <b>thorough</b> description of the different personal qualities that contribute to care.</p> <p><b>Detailed</b> and in-depth connections are made between personal qualities and effective care and there are <b>many</b> links to how these are used when caring for an individual in a health, social care or early years setting.</p> <p>Excellent examples are used which <b>wholly</b> illustrate relevant application, with <b>clear</b> and <b>detailed</b> justification of personal qualities to be used and why.</p> <p style="text-align: right;"><b>[12 13 14 15 16]</b></p>			
<b>LO3: Be able to communicate effectively within a health, social care and early years setting.</b>					
<b>MB1: 1 - 3 marks</b>	<b>MB2: 4 - 5 marks</b>	<b>MB3: 6 - 7 marks</b>			
<p>Creates a <b>basic</b> plan for the practical tasks of communicating with people who use the service, both in a one-to-one and in a group situation.</p> <p style="text-align: right;"><b>[1 2 3]</b></p>	<p>Creates a <b>sound</b> plan for the practical tasks of communicating with people who use the service, both in a one-to-one and in a group situation.</p> <p style="text-align: right;"><b>[4 5]</b></p>	<p>Creates a <b>thorough</b> plan for the practical tasks of communicating with people who use the service, both in a one-to-one and in a group situation.</p> <p style="text-align: right;"><b>[6 7]</b></p>			

MB1: 1 - 6 marks		MB2: 7 - 13 marks		MB3: 14 – 17 marks		Teacher Comments	Mark	Page No.
<p>May need guidance and support when demonstrating <b>basic</b> communication skills, but relates positively to the service users and maintains, at a <b>basic</b> level, a conversation with them. Shows <b>some</b> application of theory into practice.</p> <p>Methods of communication used are sometimes appropriate to the individual circumstances, but people who use the service may not always feel comfortable.</p> <p><b>Basic</b> consideration shown of the use of body language and how it can contribute to effective communication. <b>Basic</b> examples are given of the types of behaviour that fail to value people.</p> <p><b>Basic</b> consideration is shown of the importance of adapting language in order to meet the needs of people who use the service.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;"><b>[1 2 3 4 5 6]</b></p>		<p>Demonstrates confident and <b>competent</b> communication skills requiring little support, relating positively to the people who use the service, <b>effectively</b> maintaining a conversation with them. Shows the ability to apply theory to practice.</p> <p>Methods of communication used are <b>mostly</b> appropriate to the individual circumstances, and people who use the service mainly feel comfortable.</p> <p><b>Clear</b> consideration shown of the use of body language and how it can contribute to effective communication. <b>Sound</b> examples are given of the types of behaviour that fail to value people.</p> <p><b>Clear</b> consideration is shown of the importance of adapting language in order to meet the needs of people who use the service.</p> <p>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;"><b>[7 8 9 10 11 12 13]</b></p>		<p>Demonstrates confident, clear and <b>coherent</b> communication skills <b>independently</b>, relating positively to the people who use the service, <b>consistently</b> maintaining a conversation with them. Clearly applies theory to practice.</p> <p>Methods of communication used are <b>wholly</b> appropriate to the individual circumstances, and people who use the service always feel comfortable.</p> <p><b>Thorough</b> consideration shown of the use of body language and how it can contribute to effective communication. <b>Detailed</b> examples are given of the types of behaviour that fail to value people.</p> <p><b>Clear and comprehensive</b> consideration shown of the importance of adapting language in order to meet the needs of people who use the service.</p> <p><b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;"><b>[14 15 16 17]</b></p>				
<b>Total/</b>								
If this is a re-sit, please tick		Session and Year of previous submission		Jan / June		2 0		Please tick to indicate this work has been standardised internally

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

### Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 5 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.