

## **Health and Social Care**

Advanced Subsidiary GCE

Unit **F910**: Promoting Quality Care

# **Mark Scheme for January 2013**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations

Annotation	Meaning
	Positive
	Negative
	Benefit of doubt
	Cross
	Example/Reference
	Level 1
	Level 2
	Level 3
	Repeat
	Too vague
	Tick
	Development of point
	Omission mark
	Noted but no credit given

## Subject-specific Marking Instructions

Use +/- to indicate where candidates have made positive/negative responses.  
Clearly annotate all valid responses, being careful not to obscure candidate writing.

Question		Answer	Marks	Guidance
1	(a)	<p><b>One</b> mark for each, THREE required</p> <ul style="list-style-type: none"> <li>• upset/sad/unhappy</li> <li>• angry</li> <li>• frustrated</li> <li>• withdrawn</li> <li>• annoyed</li> <li>• humiliated</li> <li>• embarrassed</li> <li>• low self-esteem/self worth/worthless</li> <li>• low self confidence</li> <li>• depressed</li> <li>• devalued</li> <li>• stressed/ill health</li> <li>• lonely/isolated/excluded</li> <li>• self-harming</li> <li>• self-fulfilling prophecy</li> <li>• anxious/frightened/scared</li> <li>• not want to go to nursery/school.</li> </ul>	<p>3x1</p> <p>3</p>	Accept any suitable effect.
	(b)	<p><b>One</b> mark for reason, TWO required</p> <p><b>One</b> mark for explanation of the reason, TWO required</p> <ul style="list-style-type: none"> <li>• <b>fear</b> - may be too scared/worried about consequences</li> <li>• <b>lack knowledge/do not understand</b> – not know they have been discriminated against</li> <li>• <b>not know how to complain or who to</b> - may lack confidence or verbal skills</li> <li>• <b>unaware of their rights</b>- don't know the law well enough</li> <li>• <b>fear of victimisation</b> – worried it may actually make them be treated even worse</li> <li>• <b>difficult to prove</b> – may feel no one will believe them/indirect discrimination</li> <li>• <b>embarrassment/shame</b> – about what's happened</li> <li>• <b>denial</b> – of accepting what's happened</li> </ul>	<p>2x1</p> <p>2x1</p> <p>4</p>	Accept any other suitable explanation. Explanations/reasons may be interchangeable (response in bold may not be given first).

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<p><b>Children Act</b></p> <ul style="list-style-type: none"> <li>paramourncy principle</li> <li>children consulted wherever possible/gives children the right to speak out/have a voice/to be heard</li> <li>stay with wider family circle</li> <li>issues determined as soon as possible</li> <li>working in multidisciplinary teams</li> <li>children with special needs are categorised as 'children in need'</li> <li>aims to protect children from abuse /discrimination</li> <li>gives children rights</li> <li>care orders/emergency protection orders</li> <li>establishes a child protection register</li> <li>5 key outcomes – Staying Safe, Being Healthy, Enjoying and Achieving, Make a positive contribution, Economic Well-being</li> <li>established a new Children's Commissioner</li> <li>duty on Local Authority to promote cooperation between agencies to improve well being of C and YP relating to the 5 outcomes</li> <li>duty for key agencies who work with children to put in place arrangements to make sure they safeguard and promote the welfare of C and YP</li> <li>guidance on setting up databases that contain basic information on C and YP to ensure working together and sharing information</li> <li>set up local Safeguarding Children Boards</li> <li>establish Children and Young Peoples Plan (CYPP)</li> <li>put in place Director of Children's Services/lead counsellor</li> <li>Integrated Inspection Framework</li> </ul>	8	<p><b>Children Act [1989, 2004]</b>  <i>[Accept Human Rights Act, Protection of Children Act, Every Child Matters/Disclosure and Barring Service (Vetting and Barring scheme)]</i></p> <p>For ECM – five key outcomes count as one aspect only.</p> <p>If Act is named incorrectly still award marks if outline is correct.</p> <p>Candidates who repeat 'aims to protect children' can only be awarded credit if they go on to say what they're protected from.</p>	<p><b>Level 3 (7–8 marks)</b>  There will be a detailed outline of at least two features of the legislation. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling</p> <p><b>Level 2 (4–6 marks)</b>  They will include a brief outline of at least two features of the legislation. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max 4 for one feature done well.</i></p> <p><b>Level 1 (0–3 marks)</b>  There may be evidence of one or two features of the legislation. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<b>Equality Act</b> – protection against direct and indirect discrimination, harassment and victimisation in services and public functions; premises education; protection for people discriminated against because they are perceived to have, or are associated with someone who has a protected characteristic.			

Question		Answer	Marks	Guidance
2	(a)	<p><b>One</b> mark for partial definition, <b>two</b> marks for complete definition</p> <p>'Social exclusion' is a term that covers, but is broader than, poverty. It relates to being unable to participate fully [1] in normal social activities, or to engage in political and civic life / possibly due to barriers which exist [1]</p>	<p>2x1</p> <p>2</p>	<p>Accept similar wording, eg people who are isolated from society.</p> <p>Do not accept 'people who are discriminated against' or 'people who are excluded...'</p>
	(b)	<p><b>One</b> mark for identifying barriers, FOUR required <b>One</b> mark for explanation, FOUR required</p> <p><b>psychological</b> – may feel isolated / fear of discrimination / stigma/treatment, don't know they're ill, don't know or understand the services</p> <p><b>financial</b> – lower incomes/transport costs, unemployment, postcode lottery</p> <p><b>communication/language</b> – difficulties in communication / side effects of condition / medication</p> <p><b>location/geographical</b> – postcode lottery, poor services</p> <p><b>cultural</b> – black people are more likely to be diagnosed with a mental illness due to cultural differences, values about their condition</p> <p><b>physical</b> – discrimination due to features / side effects of medication</p>	<p>4x1</p> <p>4x1</p> <p>8</p>	<p>They do not have to be in any particular order.</p> <p>Accept any other reasonable explanation. Explanations <b>must</b> be linked to vulnerable adults, not merely state eg 'postcode lottery' as the explanation for location/geographical.</p> <p>Accept 'postcode lottery' under <b>either</b> financial <b>or</b> location/geographical.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• services too far away</li> <li>• ramps, unless they go on to explain <b>why</b> ramps is relevant</li> </ul>

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(c)	<p><b>PoVA/Disclosure and Barring Service</b></p> <ul style="list-style-type: none"> <li>• set out as part of Care Standards Act 2000</li> <li>• applies to care workers – both paid and unpaid</li> <li>• protects as it places a duty on employers to refer a care worker to PoVA if by their misconduct they harmed or placed at risk of harm a vulnerable adult</li> <li>• DBS formed from the merger of the Criminal Records Bureau and Independent Safeguarding Authority</li> <li>• defines what is meant by ‘vulnerable adult’</li> <li>• checks suitability of applicants before employment</li> <li>• provides a list of unsuitable staff</li> </ul> <p><b>Human Rights Act 2000</b></p> <ul style="list-style-type: none"> <li>• gives people constitutional rights, including vulnerable adults</li> <li>• positive duty upon ‘public bodies’ to act compatibly with the 1950 European Convention on Human Rights; to intervene proportionately to protect the rights of citizens</li> <li>• gives redress</li> </ul> <p><b>Mental Health Act 2007</b></p> <ul style="list-style-type: none"> <li>• sets out processes and safeguards for patients with a mental disorder (sectioning procedures)</li> <li>• ensure that people with serious mental disorders which threaten their health or safety of public can be treated irrespective of their consent where it is necessary to prevent harm to self or others</li> <li>• introduces new ‘appropriate medical treatment test’</li> <li>• prevents them being detained against their will in cases where this is unnecessary</li> </ul>	10	<p>No individual mark awarded for named legislation.</p> <p>If incorrect legislation identified, candidate can be awarded for the description.</p> <p>Accept content of outdated version of MHA.</p>	<p><b>Level 3 (8–10 marks)</b> There will be a detailed description of at least two features of the legislation. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling</p> <p><b>Level 2 (5–7 marks)</b> They will include a brief description of at least two features of the legislation. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i><b>Sub-max 5 for one feature done well or if not related to vulnerable adults.</b></i></p> <p><b>Level 1 (0–4 marks)</b> There may be evidence of one or two features of the legislation. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> <li>introduces supervised community treatment</li> <li>provides a duty to provide advocates</li> <li>nearest relative consulted</li> <li>empowers and gives them a voice</li> </ul> <p><b>Mental Capacity Act</b></p> <ul style="list-style-type: none"> <li>gives adults rights to make their own decisions</li> <li>person is given all practicable help before anyone treats them as not being able to make their own decisions</li> <li>an unwise decision does not presume incapacity</li> <li>anything done or a decision made on behalf of a person who lacks capacity must be done in their best interest</li> </ul> <p><b>Disability Discrimination Act</b></p> <ul style="list-style-type: none"> <li>protects disabled people in employment, goods &amp; services, land, property and education</li> <li>provides a commission</li> <li>system of redress</li> <li>gives them rights</li> <li>makes direct/indirect discrimination, harassment and victimisation illegal</li> </ul> <p><b>Equality Act</b></p> <ul style="list-style-type: none"> <li>Equality and Human Rights Commission</li> <li>system of redress</li> <li>employment rights</li> <li>protected characteristics include disability</li> <li>makes direct/indirect discrimination, harassment and victimisation illegal</li> </ul>			

Question		Answer	Marks	Guidance
3	(a)	<p>One mark for each, FOUR required</p> <ul style="list-style-type: none"><li>• age</li><li>• gender reassignment</li><li>• marriage and civil partnership</li><li>• pregnancy and maternity</li><li>• race</li><li>• religion and belief</li><li>• sex</li><li>• sexual orientation</li></ul>	4x1  4	These answers only are acceptable.

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(b)	<ul style="list-style-type: none"> <li>lonely/isolated/excluded/withdrawn may not want to mix with people/fears going out</li> <li>low self-esteem/self worth/worthless slowly begins to erode/makes them feel unworthy</li> <li>low self confidence – difficult to go and see friends, apply for jobs due to previous experiences</li> <li>depressed – feels very low/hard to motivate themselves/difficult for family and friends to deal with</li> <li>stressed/ill health – effects of the experience may bring on illnesses, depression/may need time off work or/and need to take medication</li> <li>self-harming – in severe cases</li> <li>anxious/frightened/scared – if the discrimination has been threatening they may not want to go out/leave their homes</li> <li>difficult to get employment – could result in poverty, poorer standard of living/social isolation</li> <li>can't access services, eg no ramps – so the condition worsens / don't use services</li> </ul>	7	<p><b>Levels checklist</b></p> <p><b>Level 3</b> Detailed analysis 2 effects</p> <p><b>Level 2</b> Detailed explanation/analysis 2 effects 1 effect done well=3</p> <p><b>Level 1</b> Upper end – descriptive Lower end – identification/list like</p> <p>Accept any other suitable effect.</p>	<p><b>Level 3 (6–7 marks)</b> They will include a detailed analysis of at least two effects on health and well being of discrimination. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (3–5 marks)</b> They will include a brief analysis of at least two effects on health and well being of discrimination. Answers will be factually accurate, using appropriate terminology. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of 3 marks for one effect done well.</i></p> <p><b>Level 1 (0–2 marks)</b> There may be evidence of one or two effects of discrimination on health and well being. List-like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance
3	(c)	<p><b>One mark</b> for a way, TWO required  <b>One mark</b> for explanation, TWO required</p> <ul style="list-style-type: none"> <li>• <b>know what is expected</b> of them in legal terms therefore can ensure they are doing job properly</li> <li>• <b>gives them a form of redress</b> if they are accused of breaching procedures</li> <li>• <b>something to refer to that outlines</b> boundaries and expectations</li> <li>• <b>gives staff rights</b> so ensures staff are treated fairly and not discriminated against</li> </ul>	<p>2x1  2x1  4</p>	<p>Explanations may be interchangeable.</p> <p>Accept other suitable responses related to 'protecting' the <b>staff</b>.</p>

Question		Answer	Marks	Guidance
4	(a)	<p>One mark for each component, FIVE required</p> <ul style="list-style-type: none"><li>• a policy <b>statement</b></li><li>• an <b>implementation</b> plan</li><li>• the ways in which the policy will be <b>monitored</b></li><li>• an <b>evaluation</b> of the policy</li><li>• after evaluation, <b>targets</b> can be set</li></ul>	5x1	<p>Order not required, words in bold accepted on their own.</p> <p>Do not accept 'policy' on its own.</p>

Question		Answer	Marks	Content	Guidance
					Levels of response
4	(b)	<p><b>Advertising</b></p> <ul style="list-style-type: none"> <li>• <b>advertise in a wide range of areas</b> to ensure different groups can access the job</li> <li>• <b>use an EOP logo</b> to indicate they are EOP employers and encourage certain groups.</li> <li>• <b>analyse monitoring forms</b> to make sure the system is working correctly</li> <li>• <b>use of positive statements</b> to indicate they are EOP employers and encourage certain groups.</li> <li>• <b>non discriminatory language in the advertisement</b> so no one is put off from applying</li> </ul> <p><b>Interviewing</b></p> <ul style="list-style-type: none"> <li>• <b>non-discriminatory questions</b> so no illegal questions are asked</li> <li>• <b>same questions to all</b> to ensure all candidates get a fair interview</li> <li>• <b>no personal questions</b> that would disadvantage certain groups</li> <li>• <b>mixed panel</b> to ensure fairer representation and balanced views</li> <li>• <b>accessible time and place</b> so that certain groups are not disadvantaged</li> </ul> <p><b>Generic:</b></p> <ul style="list-style-type: none"> <li>• shortlist/appoint on merit – use fair criteria, no prejudice</li> <li>• use legislation – to guide process and remain within regulatory frameworks</li> </ul>	10	<p>Ways an organisation can ensure interviewing and advertising procedures promote equal opportunities.</p> <p>Tick explanations <b>not</b> methods.</p> <p><b>Level 3</b> 2+2</p> <p><b>Level 2</b> 2 or 2+1</p> <p><b>Level 1</b> 1 or 2</p>	<p><b>Level 3 (8–10 marks)</b> There will be a detailed analysis of at least two ways an organisation can ensure interviewing and advertising procedures promote equal opportunities. They must address both areas to be placed in this band. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (5–7 marks)</b> They will attempt to analyse at least two ways an organisation can ensure interviewing and advertising procedures promote equal opportunities. Candidates that discuss both areas should be placed at the top of this band. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 5 if just advertising or interviewing done well.</i></p> <p><b>Level 1 (0–4 marks)</b> There may be evidence of one or two ways an organisation can ensure interviewing and/or advertising procedures promote equal opportunities. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance
5	(a)	<p><b>One</b> mark for each value of care, THREE required  <b>One</b> mark for each example, THREE required</p> <p><b>Values of care</b></p> <ul style="list-style-type: none"> <li>• promoting the equality and diversity of pwus</li> <li>• promoting individual rights and beliefs</li> <li>• maintaining confidentiality</li> </ul> <p><b>Three examples from:</b></p> <ul style="list-style-type: none"> <li>• not meeting individual needs</li> <li>• restricting choice to clients, eg students missing out on the trip</li> <li>• speaking to a student about other students</li> <li>• need to know basis/client information to be kept confidential</li> <li>• being racist about a student</li> <li>• saying she is a <i>danger</i> or <i>liability</i></li> </ul>	<p>3x1  3x1</p>	<p><i>Plus any other appropriate examples.</i></p> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• 'equal opportunities' for equality and diversity</li> <li>• rights and beliefs separately</li> <li>• repeat examples</li> <li>• generic examples of values of care</li> <li>• examples of what Bob should have done</li> </ul> <p>Responses must relate to Bob's situation.</p>

Question		Answer	Marks	Content	Guidance
5	(b)	<ul style="list-style-type: none"> <li>• listening to how teachers talk about other cultures/races</li> <li>• copying teachers/staff/peers if they make racist comments/language/behaviour</li> <li>• others act as role models</li> <li>• may experience racism at school</li> <li>• resources may be biased</li> <li>• curriculum diverse and not ethnocentric</li> <li>• curriculum could be ethnocentric – biased in favour of white culture</li> <li>• positive images portrayed in use of resources</li> <li>• learning about other cultures and religions, eg different foods</li> <li>• celebrating festivals</li> <li>• positive role models, eg staff, guest speakers</li> </ul>	9	Answers must relate to formal education and not family, friends, peers, media etc.	<p><b>Level 3 (8–9 marks)</b> There will be a detailed discussion of at least two ways the education process could socialise a child's attitudes towards minority ethnic groups. Positive and negative aspects may be discussed at this level. Answers will be developed logically and use technical language. Answers will be factually accurate and there will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (4–7 marks)</b> There will be a brief discussion of one or two ways the education process could socialise a child's attitudes towards minority ethnic groups. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max 4 for one done well.</i></p> <p><b>Level 1 (0–3 marks)</b> There may be evidence of at least one way the education process could influence a child's attitude towards minority ethnic groups.. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive. List like answers should be placed within this level.</p>

Question		Answer	Marks	Content	Guidance
					Levels of response
6	(a)	<ul style="list-style-type: none"> <li>not aware that they have been discriminated against therefore do not take their case forward</li> <li>workplace may not promote policies/rights</li> <li>unaware of their rights / don't know how to complain, they do not know the law well enough</li> <li>fear of victimisation – worried it may actually make them be treated even worse by employer</li> <li>cost/time/emotional cost of taking a case to court may put people off</li> <li>difficult to prove – so people won't bother as it's unlikely to result in positive outcome / may have seen other employees fail / may think they will not be believed</li> <li>embarrassment / shame – about what's happened, do not want work colleagues to be aware / worried about losing friend at work</li> <li>fear that it may stop you getting future employment</li> <li>denial / fear of accepting what's happened – not able to cope with the reality of the situation</li> <li>do not have the confidence to come forward / learned helplessness</li> </ul>	8	<p>Examples related explicitly to the workplace.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>not able to report due to language issues</li> </ul>	<p><b>Level 3 (7–8 marks)</b> There will be a detailed analysis of <b>at least two</b> reasons why people may not seek redress, these will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (4–6 marks)</b> They will make an attempt to analyse <b>at least two</b> reasons why people may not seek redress. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 4 for one reason done well or not related to workplace in any way.</i></p> <p><b>Level 1 (0–3 marks)</b> There may be evidence of <b>one or two reasons</b> why people may not seek redress. Answers are likely to be list-like, muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Content	Guidance
6	(b)	<p><b>Positives</b></p> <ul style="list-style-type: none"> <li>+ training – to improve practice</li> <li>+ using policies and codes of practice – better standards/practice</li> <li>+ update staff regularly – keep them updated on current issues</li> <li>+ meetings to discuss and share ideas/concerns</li> <li>+ abide by recent legislation to abide by laws, improve care</li> <li>+ feedback from service users and staff to help make improvements</li> <li>+ care values to be implemented to enhance care for pwus</li> <li>+ staff recruitment - well-qualified staff able to do their jobs effectively</li> <li>+ good management structure – strategic changes and monitoring</li> <li>+ staff appraisal system – feedback and make improvements</li> <li>+ mentoring – learning from others and sharing good practice</li> <li>+ provide appropriate resources and equipment so they can do the job safely and effectively</li> <li>+ good handover procedures to ensure smooth transitions</li> <li>+ monitor/observe staff performance</li> <li>+ induction procedures – to ensure they are well-prepared, trained and working in line the organisation’s policies and procedures</li> </ul>	12	<p>Do not award marks for ‘ways’, it’s the way in which the way promotes/inhibits quality care which is the focus of the question.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• what staff can do as focus is on the <b>organisation</b></li> <li>• examples of care values</li> </ul>	<p><b>Level 3 (9–12 marks)</b> There will be a detailed evaluation of <b>at least two positive and two negative</b> ways an organisation could promote / inhibit quality care. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling. For full marks a conclusion must be drawn.</p> <p><b>Level 2 (6–8 marks)</b> They will be an attempt at evaluating of <b>at least two</b> ways an organisation could help to promote quality care. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of 6 for one way done well or positives/negatives only.</i></p> <p><b>Level 1 (0–5 marks)</b> There may be evidence of one or two ways an organisation could help to promote quality care. Answers are likely to be list-like, muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p><b>Negatives/problems</b></p> <ul style="list-style-type: none"> <li>- cost and time</li> <li>- being able to recruit well qualified staff – may be staff shortages</li> <li>- meetings need to be productive and well planned, this is not always the case</li> <li>- not having a good mentor/management system</li> <li>- feedback may not be accurate/too small a sample</li> <li>- resources and equipment may be out of date</li> <li>- staff shortages do not allow all these processes to occur as well as they should</li> <li>- government cuts may reduce ability to provide many of these things</li> <li>- workplace culture – doesn't allow for critical staff feedback</li> </ul>			

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