

Vocational Qualifications (QCF, NVQ, NQF)

Preparing to work in Adult Social Care

Level 2 Certificates in Preparing to Work in Adult Social Care **04700**

Level 3 Certificates in Preparing to Work in Adult Social Care **04701**

Level 2 Award in Employment Responsibilities & Rights in Health, Social Care and Children and Young People's Settings **04711**

Level 2 Awards in Awareness of Dementia **05919**

Level 3 Awards in Awareness of Dementia **05921**

OCR Report to Centres 2015 – 2016

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This report on the examination provides information on the performance of candidates, which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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

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Preparing to Work in Health and Social Care (04700, 04701 04711, 05919, 05921)

1. Overview:

The **Level 2 Certificate in Preparing to Work in Adult Social Care (04700)** has a minimum credit value of 20 credits. Candidates must achieve all 9 mandatory units. The certificate includes knowledge-based units that focus on the core areas related to working in adult social care settings: communication, personal development, diversity, equality and inclusion, safeguarding and protection, duty of care, role of the social care worker, person-centred approaches, health and safety and handling information. The certificate forms part of the apprenticeship framework and can be used to progress onto the Level 2 Diploma in Health and Social Care (Adults) England.

The **Level 3 Certificate in Preparing to Work in Adult Social Care (04701)** has a minimum credit value of 21 credits. Candidates must achieve all 9 mandatory units. The certificate includes knowledge-based units that focus on the core areas related to working in adult social care settings: communication, personal development, diversity, equality and inclusion, safeguarding and protection, duty of care, role of the social care worker, person-centred approaches, health and safety and handling information.

The **Level 2 Award in Employment Responsibilities & Rights in Health, Social Care and Children and Young People's Settings (04711)** has a minimum credit value of 3 credits. Candidates must achieve 1 unit. It aims to assess candidates' knowledge of the health, social care and children and young people's sector and their role within it. It covers areas such as statutory responsibilities and rights of employees and employers, awareness of own occupational role and agreed ways of working with employers. This qualification has been included in the apprenticeship frameworks for the sector.

The **Level 2 Award in Awareness of Dementia (05919)** has a minimum credit value of 8 credits. Candidates must achieve all 4 mandatory units. The award includes knowledge-based units that link to the units and dementia pathway included in the health and social care diplomas. It can be used as a basis to progress onto the Level 2 Diploma in Health & Social Care (Adults).

The **Level 3 Award in Awareness of Dementia (05921)** has a minimum credit value of 11 credits. Candidates must achieve all 4 mandatory units. The award includes knowledge-based units that link to the units and dementia pathway included in the health and social care diplomas. It can be used as a basis to progress onto the Level 3 Diploma in Health & Social Care (Adults)

Assessment of these qualifications was of a high quality for this academic year. The use of learner reflections and the application of learners' knowledge to real life case scenarios generated robust and valid evidence to reflect the requirements of the assessment criteria within specific units. The use of discussion and oral questioning with learners proved to be effective for ensuring that gaps in learners' knowledge were addressed. A clear audit trail of assessment and internal moderation was evident across both electronic and paper based evidence.

The following are examples of good practice areas that were noted across Centres:

Assessment Methods:

A wide range of methods have been used by Centres across both the level 2 and level 3 qualifications to enable learners to evidence their knowledge across the units' assessment

criteria. For this academic year there has been an increase in the use of learner reflections and learners' application of their knowledge to real life case scenarios.

Specific oral questioning and guided discussions with learners have proved very effective in ensuring that command words have been fully addressed and that examples of the application of learners' knowledge have been provided so as to demonstrate clear understanding. Witness testimonies have also been used as supporting evidence to confirm the validity of learners' reflections and statements.

Digitally Recorded Evidence:

Discussions completed and recorded with learners followed a good protocol, with clear introductions from both Assessors and learners and held in private. Oral witness testimonies also followed a good protocol and proved to be a valuable source of evidence.

Audit Trail:

Assessors' guidance and decisions as well as internal moderators' feedback and outcomes were clearly recorded and auditable. Guidance provided to learners enabled them to build on and strengthen evidence presented to ensure it fully met units' assessment criteria. Internal moderators' support and feedback enabled valid and consistent assessment decisions.

Practice Based Evidence:

Where learners were in work placements or employment, effective use was made across all level 2 and level 3 qualifications of work settings' procedures; guided discussions and oral questioning completed with learners confirmed their knowledge and understanding of why these are important and the impact they have on day-to-day working practices.

The following are examples of areas for development that were noted across Centres:

Meeting the Command Verbs:

In the main, evidence presented by learners met the units' command verbs fully. On occasions, the assessment criteria that included command verbs such as 'describe', 'explain' and 'explore' were not met in full. For example, insufficient details about the main points identified in learners' accounts had been provided for a description, no examples had been included in learners' explanations and an insufficient depth of evidence was presented for the requirements of the 'explore' command verb.

It is also important to ensure that oral and written questions provide learners with the scope to meet the assessment criteria's command verbs in full; these must be cross checked against the assessment criteria included in the relevant unit.

Ensuring Currency:

It is important that learners are aware of and only cite current and up-to-date legislation and guidance; on some occasions this wasn't the case. For example, current legislation that either wasn't cited or was cited incorrectly included the Equality Act 2010 and the Working Together to Safeguard Children, March 2015 revised guidance.

Confidentiality:

Protecting learners' confidentiality is of utmost importance. For scheme 04711, it is not necessary for learners to include copies of their pay slips as evidence for Unit 1, LO2, AC2.2. Learners only need to evidence their knowledge of the information items included on their pay slip.

2. General Comments

The following are examples of good practice areas that were noted across learners completing a level 2 qualification:

Learner Reflections:

Reflections completed by learners for the level 2 qualifications were individual and included thorough evidencing of the reflective cycle in practice. Reflective diaries and logs of learners' experiences whilst working, volunteering and on work placements were also detailed and proved to be valuable sources of evidence.

Case Scenarios:

The use of real life case scenarios that were relevant to health and social care environments as well as to adult and children settings enabled learners to apply their knowledge and contextualise the key principles of care, namely in relation to the areas of safeguarding, confidentiality and person-centred approaches.

The following are examples of good practice areas that were noted across learners completing a level 3 qualification:

Specialist Knowledge

Reflections and assignments completed by learners evidenced their knowledge well in relation to providing support to individuals with diverse needs, namely in relation to older adults who have dementia, adults who have learning disabilities, children and young people.

Witness Testimony

Witness testimonies obtained from learners' line managers and supervisors confirmed the validity and authenticity of learners' reflections and statements; all evidence presented was detailed and clear.

The following are examples of areas for development that were noted across learners completing a level 2 or level 3 qualification:

Meeting the Command Verbs:

Some learners omitted to include the sufficient breadth and/or depth in their evidence to fully meet the command verbs, 'describe', 'explain' and 'explore'. Learners would benefit from being guided by Centres as to the meaning of these command verbs. Additional information is provided on OCR's website in the form of the guidance: Command Verbs – Definitions and also through the learner exemplar evidence made available on OCR's website.

3. Comments on Individual Units

Units for Scheme 04700

Unit 1: Principles of communication in adult social care settings

LO1 - Understand why communication is important in adult social care settings

LO2 – Understand how to meet the communication and language needs, wishes and preferences of an individual

LO3 – Understand how to reduce barriers to communication

LO4 – Understand confidentiality in adult social care settings

For **LO1, AC 1.2** Explain how effective communication affects all aspects of the learner's work, it is important for learners to explain the impact in relation to 'all aspects' of working in adult social care settings and to include examples in their responses.

Unit 2: Principles of personal development in adult social care settings

LO1 - Understand what is required for good practice in adult social care roles

LO2 – Understand how learning activities can develop knowledge, skills and understanding

LO3 – Know how a personal development plan can contribute to own learning and development

For **LO1, AC1.3** Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work; learners based their responses on a range of case scenarios to include examples of different personal attitudes and beliefs. For **LO2, AC2.1** Describe how a learning activity has improved own knowledge, skills and understanding and **AC2.2** Describe how reflecting on a situation has improved own knowledge, skills and understanding, candidates' descriptions must address all parts of this assessment criterion i.e. 'knowledge, skills and understanding'.

For **LO3, AC 3.2** Identify who could be involved in the personal development plan process and **AC3.3** Identify sources of support for own learning and development, candidates made good use of their own personal development plans available from their work settings. These work products were also supported with witness testimonies from learners' line managers and supervisors.

Unit 3: Principles of diversity, equality and inclusion in adult social care settings

LO1 - Understand the importance of diversity, equality and inclusion

LO2 – Know how to work in an inclusive way

LO3 – Know how to access information, advice and support about diversity, equality, inclusion and discrimination

For **LO1, AC1.2** Describe how direct or indirect discrimination may occur in the work setting, learners detailed examples of ways in which discrimination may occur both directly and indirectly in the work setting; at times it was difficult to ascertain the 'indirect' discrimination examples used as these appeared to be a little general. For **LO2, AC2.1**, List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings, it is important that learners include the current law, the Equality Act 2010. For **LO2, AC2.3** Describe ways in which discrimination may be challenged in adult social care settings was met well through learners responding to case scenarios. For **LO3, AC3.2** Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination, learners addressed well both aspects of this assessment criterion i.e. the 'how' and 'when' aspects.

Unit 4: Principles of safeguarding and protection in health and social care

LO1 - Know how to recognise signs of abuse

LO2 – Know how to respond to suspected or alleged abuse

LO3 - Understand the national and local context of safeguarding and protection from abuse

LO4 – Understand ways to reduce the likelihood of abuse

LO5 – Know how to recognise and report unsafe practices

Learners' explanations for **LO2, AC2.1**, Explain the actions to take if there are suspicions that an individual is being abused and **AC2.2**, Explain the actions to take if an individual alleges that they are being abused included the key actions to take in line with their responsibilities in responding to both suspected and alleged abuse but did not always include the reasons or rationale for why these actions must be taken i.e. to address the 'explain' command verb.

For **LO4, AC4.2** Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse; learners' explanations demonstrated a very good understanding of 'accessible' in the context of reducing the likelihood of abuse. For **LO5, AC5.2** Explain the actions to take if unsafe practices have been identified, learners' explanations included a clear rationale for the actions to take if unsafe practices have been identified.

Unit 5: Introduction to duty of care in health, social care or children's and young people's settings

LO1 – Understand the implications of duty of care

LO2 – Understand support available for addressing dilemmas that may arise about duty of care

LO3 - Know how to respond to complaints

For **LO1, AC1.2** Describe how the duty of care affects own work role, learners' descriptions reflected a very good understanding of the application of this concept to working practices. For **LO2, AC2.2** Explain where to get additional support and advice about how to resolve such dilemmas, learners are required to provide a rationale for the range of sources of support and advice accessed to meet the 'explain' command verb.

Unit 6: Understand the role of the social care worker

LO1 – Understand working relationships in social care settings

LO2 - Understand the importance of working in ways that are agreed with the employer

LO3 – Understand the importance of working in partnership with others

For **LO1, AC 1.1** Explain how a working relationship is different from a personal relationship and **AC1.2**, Describe different working relationships in social care settings, learners evidenced their knowledge well through reflections and statements based on their own experiences. For **LO3, AC3.4** Explain how and when to access support and advice about partnership working and resolving conflicts, learners addressed well both aspects of this assessment criterion i.e. the 'how' and 'when' aspects.

Unit 7: Understand person-centred approaches in adult social care settings

LO1 – Understand person-centred approaches for care and support

LO2 – Understand how to implement a person-centred approach in an adult social care setting

LO3 – Understand the importance of establishing consent when providing care or support

LO4 – Understand how to encourage active participation

LO5 – Understand how to support an individual's right to make choices

LO6 – Understand how to promote an individual's well-being

Case studies and scenarios enabled learners to evidence the full scope of the assessment criteria contained within **LO2** and **LO4**.

For **LO5, AC5.4** Explain why a worker's personal views should not influence an individual's choices, learners' explanations must be related to a care worker's personal views.

Unit 8: Understand health and safety in social care settings

LO1 – Understand the different responsibilities relating to health and safety in social care settings

LO2 – Understand the use of risk assessments in relation to health and safety

LO3 – Understand procedures for responding to accidents and sudden illness

LO4 - Know how to reduce the spread of infection

LO5 – Know how to move and handle equipment and other objects safely

LO6 – Understand the principles of assisting and moving an individual

LO7 - Know how to handle hazardous substances

LO8 – Know environmental safety procedures in the social care setting

LO9 – Know how to manage stress

LO10 – Understand procedures regarding handling medication

LO11 – Understand how to handle and store food safely

For **LO1, AC1.5**, Describe how to access additional support and information relating to health and safety, learners cited both internal and external sources of support and information that were relevant to health and safety.

For **LO4, AC4.3** Explain the most thorough method for hand washing, candidates' explanations were supported with a demonstration of effective hand washing and a detailed witness testimony.

For **LO6**, learners used reflections and case studies as the basis of their evidence. For **LO7, AC7.1** Identify hazardous substances that may be found in the social care setting, it is important that learners identify only hazardous substances that may be found in social care settings.

For **LO10, AC10.1** Describe the main points of agreed procedures about handling medication, descriptions must address all aspects of this assessment criterion i.e. 'ordering, receiving, storing, recording and disposing' medicines.

Unit 9: Understand how to handle information in social care settings

LO1 – Understand the need for secure handling of information in social care settings

LO2 – Know how to access support for handling information in social care settings

For **LO1, AC1.1** Identify the legislation that relates to the recording, storage and sharing of information in social care, candidates took into account all aspects of this assessment criterion in relation to the 'recording, storage and sharing of information'.

Units for Scheme 04701

Unit 1: Principles of communication in adult social care settings

LO1 - Understand why effective communication is important in adult social care settings

LO2 – Understand how to meet the communication and language needs, wishes and preferences of an individual

LO3 – Understand how to overcome barriers to communication

LO4 – Understand principles and practices relating to confidentiality

For **LO1, AC 1.2** Explain how communication affects relationships in adult social care settings, it is important for learners to provide a rationale for the impact in relation to different 'relationships' in adult social care settings. **LO2, AC2.2** Describe a range of communication methods and styles to meet individual needs, candidates' descriptions included a range of non-verbal and verbal communication methods as well as a range of different communication styles that can be used.

Unit 2: Principles of personal development in adult social care settings

LO1 - Understand how to reflect on practice in adult social care

LO2 – Understand the importance of feedback in improving own practice

LO3 – Understand how a personal development plan can contribute to own learning and development

For **LO1, AC1.4** Describe how own values, belief systems and experiences may affect working practices, learners must relate their responses to own 'values, belief systems and experiences' to fully meet this assessment criterion. For **LO1, AC1.3** Explain the importance of inclusive practice in promoting equality and supporting diversity, learners must relate their responses to 'inclusive practice'.

Unit 3: Principles of diversity, equality and inclusion in adult social care settings

LO1 - Understand the importance of diversity, equality and inclusion

LO2 – Understand how to work in an inclusive way

LO3 – Understand how to raise awareness of diversity, equality and inclusion

For **LO1, AC1.2** Describe the potential effects of discrimination, learners must include examples of a range of potential effects to fully meet this assessment criterion. For **LO2, AC2.1** Describe key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings, learners must include current and up-to-date legislation such as the Equality Act 2010. For **LO3, AC3.2** Explain how to raise awareness of diversity, equality and inclusion, learners' explanations must provide a rationale with examples of the different methods that can be used.

Unit 4: Principles of safeguarding and protection in health and social care

LO1 - Know how to recognise signs of abuse

LO2 – Know how to respond to suspected or alleged abuse

LO3 - Understand the national and local context of safeguarding and protection from abuse

LO4 – Understand ways to reduce the likelihood of abuse

LO5 – Know how to recognise and report unsafe practices

Learners' explanations for **LO2, AC2.1**, Explain the actions to take if there are suspicions that an individual is being abused and **AC2.2**, Explain the actions to take if an individual alleges that they are being abused included the key actions to take in line with their responsibilities in responding to both suspected and alleged abuse but did not always include the reasons or rationale for why these actions must be taken i.e. to address the 'explain' command verb.

For **LO4, AC4.2** Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse; learners' explanations demonstrated a very good understanding of 'accessible' in the context of reducing the likelihood of abuse. For **LO5, AC5.2** Explain the actions to take if unsafe practices have been identified, learners' explanations included a clear rationale for the actions to take if unsafe practices have been identified.

Unit 5: Principles for implementing duty of care in health, social care or children's and young people's settings

LO1 – Understand how duty of care contributes to safe practice

LO2 – Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care

LO3 - Know how to respond to complaints

For **LO1, AC1.1** Explain how duty of care contributes to the safeguarding or protection of individuals, learners' reflections were detailed and closely linked to the protection of individuals. For **LO2, AC2.1** Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights, learners' are required to describe more than one conflict or dilemma to fully meet this assessment criterion.

Unit 6: Understand the role of the social care worker

LO1 – Understand working relationships in social care settings

LO2 - Understand the importance of working in ways that are agreed with the employer

LO3 – Understand the importance of working in partnership with others

For **LO1, AC 1.1** Explain how a working relationship is different from a personal relationship and Describe **AC1.2**, Describe different working relationships in social care settings, learners evidenced their knowledge well through reflections and statements based on their own experiences. For **LO3, AC3.4** Explain how and when to access support and advice about partnership working and resolving conflicts, learners addressed well both aspects of this assessment criterion i.e. the 'how' and 'when' aspects.

Unit 7: Understand person-centred approaches in adult social care settings

LO1 – Understand person-centred approaches in adult social care

LO2 – Understand how to implement a person-centred approach in an adult social care setting

LO3 – Understand the importance of establishing consent when providing care or support

LO4 – Understand how to implement and promote active participation

LO5 – Understand how to support an individual's right to make choices

LO6 – Understand how to promote an individual's well-being

LO7 – Understand the role of risk assessment in enabling a person-centred approach

For **LO1, AC1.3** Explain how person-centred values should influence all aspects of social care work. For **LO7, AC7.1** Compare different uses of risk assessment in adult social care settings, learners must clearly state the different uses of risk assessments as well as consider the similarities that there are between them; the use of guided discussions and oral questioning proved to be good ways to support learners' knowledge in this area.

Unit 8: Understand health and safety in social care settings

LO1 – Understand the different responsibilities relating to health and safety in social care settings

LO2 – Understand risk assessments and their importance in relation to health and safety

LO3 – Understand procedures for responding to accidents and sudden illness

LO4 – Understand how to reduce the spread of infection

LO5 – Understand how to move and handle equipment and other objects safely

LO6 – Understand the principles of assisting and moving an individual

LO7 – Understand how to handle hazardous substances

LO8 – Understand how to promote environmental safety procedures in the social care setting

LO9 – Understand how to manage stress

LO10 – Understand procedures regarding handling medication

LO11 – Understand how to handle and store food safely

For **LO2, AC2.2** Explain the steps to carrying out a risk assessment, learners based their responses on a real life case study. For **LO4, AC4.2** Explain the following prevention methods: hand washing, own personal hygiene and encouraging the individual's personal hygiene, learners used reflections, observations and witness testimony as the basis of their evidence.

For **LO10, AC10.1** Describe the main points of agreed procedures about handling medication, descriptions must include all aspects of handling medication i.e. 'ordering, receiving, storing, recording and disposing' medicines.

Unit 9: Understand how to handle information in social care settings

LO1 – Understand requirements for handling information in social care settings

LO2 – Understand good practice in handling information in social care settings

LO3 – Understand how to support others to handle information

For **LO1, AC1.1** Identify legislation and codes of practice that relate to handling information in social care settings learners evidenced their current knowledge of key laws and codes of practice relevant to handling information. For **LO2, AC2.1** Explain how to maintain records that are up to date, complete, accurate and legible; learners' explanations included clear and detailed rationales for maintaining records.

Unit for Scheme 04711

Unit 1: Understand employment responsibilities and rights in health, social care or children and young people's settings

LO1 – Know the statutory responsibilities and rights of employees and employers within own area of work

LO2 – Understand agreed ways of working that protect own relationship with employer

LO3 – Understand how own role fits within the wider context of the sector

LO4 – Understand career pathways available within own and related sectors

LO5 – Understand how issues of public concern may affect the image and delivery of services in the sector

For **LO1, AC1.4** Identify sources and types of information and advice available in relation to employment responsibilities and rights, examples of sources and types of both 'information and advice' must be provided by learners to fully meet this assessment criterion. For **LO2, AC2.3** Describe the procedures to follow in event of a grievance, learners should be encouraged to use their knowledge of their own work setting's grievance procedures.

For **LO4, AC4.1** Explore different types of occupational opportunities, if Centres task learners with conducting independent research then learners' completed tasks must include sufficient depth and breadth of evidence to fully meet the command verb 'explore'.

Units for Scheme 05919

Unit 1: Dementia Awareness

LO1 – Understand what dementia is

LO2 – Understand key features of the theoretical models of dementia

LO3 – Know the most common types of dementia and their causes

LO4 – Understand factors relating to an individual's experience of dementia

For **LO1, AC1.3** Explain why depression, delirium and age related memory impairment may be mistaken for dementia, learners' explanations must include at least two examples. For **LO3, AC3.3** Outline the risk factors for the most common causes of dementia, learners' responses must be related to AC3.1, i.e. to the four most common causes of dementia.

For **LO4, AC4.2**, Outline the impact that the attitudes and behaviours of others may have on an individual with dementia, learners' outlines must include examples of at least two positive and two negative effects.

Unit 2: The person-centred approach to the care and support of individuals with dementia

LO1 – Understand approaches that enable individuals with dementia to experience well-being

LO2 – Understand the role of carers in the care and support of individuals with dementia

LO3 – Understand the roles of others in the support of individuals with dementia

For **LO1, AC1.2** Outline the benefits of working with an individual with dementia in a person-centred manner, learners' outlines must include examples of at least four benefits.

For **LO3, AC3.1**, Describe the roles of others in the care and support of individuals with dementia, the roles of at least three 'others' must be described. Examples from the list of 'others' included in the exemplification guidance could be used as the basis of learners' responses.

Unit 3: Understand the factors that can influence communication and interaction with individuals who have dementia

LO1 – Understand the factors that can influence communication and interaction with individuals who have dementia

LO2 – Understand how a person-centred approach may be used to encourage positive communication with individuals with dementia

LO3 Understand the factors which can affect interactions with individuals with dementia

For **LO1, AC1.3** Outline how memory impairment may affect the ability of an individual with dementia to use verbal language, candidates must relate their responses to how the use of 'verbal language' may be affected.

For **LO2, AC2.1**, Explain how to identify the communication strengths and abilities of an individual with dementia, learners' explanations must be related to 'communication'.

Unit 4: Understand equality, diversity and inclusion in dementia care

LO1 – Understand and appreciate the importance of diversity of individuals with dementia

LO2 – Understand the importance of person centred approaches in the care and support of individuals with dementia

LO3 – Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met

For **LO2**, case scenarios and reflections could form the basis of learners' responses.

For **LO3, AC3.1** Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia, case scenarios and reflections are a good source of evidence.

Units for Scheme 05921

Unit 1: Understand the process and experience of dementia

LO1 – Understand the neurology of dementia

LO2 – Understand the impact of recognition and diagnosis of dementia

LO3 – Understand how dementia care must be underpinned by a person centred approach

For **LO1, AC1.2** Describe the types of memory impairment commonly experienced by individuals with dementia, learners' responses must be related to at least two different individuals.

For **LO3, AC3.2** Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia, learners' descriptions must include at least three different techniques.

Unit 2: Understand the administration of medication to individuals with dementia using a person centred approach

LO1 – Understand the common medications available to, and appropriate for individuals with dementia

LO2 – Understand how to provide person centred care to individuals with dementia through the appropriate and effective use of medication

For **LO1, AC1.1** Outline the most common medications used to treat symptoms of dementia, learners can base their outlines on the list of common medications provided in the exemplification guidance.

For **LO2, AC2.2** Explain the importance of advocating for an individual with dementia who may be prescribed medication, learners' explanations must include the reasons why it is important.

Unit 3: Understand the role of communication and interactions with individuals who have dementia

LO1 – Understand that individuals with dementia may communicate in different ways

LO2 – Understand the importance of positive interactions with individuals with dementia

LO3 - Understand the factors which can affect interactions and communication of individuals with dementia

For **LO1, AC1.2** Give examples of how carers and others may misinterpret communication, at least four examples must be provided.

Unit 4: Understand the diversity of individuals with dementia and the importance of inclusion

LO1 – Understand the concept of diversity and its relevance to working with individuals who have dementia

LO2 – Understand that each individual's experience of dementia is unique

LO3 – Understand the importance of working in a person centred way and how this links to inclusion

For **LO1, AC1.4** Describe how discrimination and oppressive practice can be challenged, learners' descriptions must include examples of at least three different ways.

For **LO2**, case scenarios and reflections could be used as the basis of learners' evidence.

4. Sector Update

The following developments have arisen in the health and social care sector:

January 2016

- Department of Health's Social work for better mental health

The aim of the strategy is to improve social work across the mental health sector and services and to make sure that the value of social work in improving mental wellbeing is recognised.

The document can be downloaded from this link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/495500/Strategic_statement_-_social_work_adult_mental_health_A.pdf

March 2016

- Department of Health's update to the Care Act Statutory Guidance

This update sets out the main changes that have arisen with the Care Act. The key ones are as follows: a new description has been added regarding the role of principal social worker in relation to promoting well-being, direct payments in residential care that will be available in 2020, safeguarding best practice for supporting individuals who self-neglect, updated definition on domestic violence, updated guidance on responding and reporting abuse and focus on prevention of abuse occurring by identifying abuse early.

This update can be accessed from the following link:

http://www.local.gov.uk/care-support-reform/-/journal_content/56/10180/7740017/ARTICLE#table

May 2016

- Raising Awareness of Autism

In May 2016, every GP practice in England was sent a resource pack to support GPs and their teams in their efforts to make their surgeries more autism friendly. The resource pack was produced by a range of stakeholders, including the National Autistic Society, Research Autism and Autism Alliance with the Department of Health.

A copy of the Resource pack can be downloaded from this link:

<http://www.rcgp.org.uk/clinical-and-research/toolkits/~media/7277779219C7487E8DE47F128A6BA7F5.ashx>

June 2016

- Dementia, Equity and Rights

This report was co-produced by the following organisations: Race Equality Foundation, Age UK, Joseph Rowntree Foundation, Mental Health Providers Forum, National LGB&T Partnership, Women's Health and Equality Consortium, Young Dementia UK, Voluntary Organisations Disability Group and National Care Forum.

It highlights several innovative approaches to dementia care and includes the following ten themes:

- 1) Seek to understand each person with dementia, and carer, as an individual
- 2) Consider different pathways to diagnosis
- 3) Explore tailored support options following diagnosis
- 4) Enable a variety of peer-support options for people with dementia and carers
- 5) Tailor engagement with families and carers
- 6) Work through community intermediaries
- 7) Locally tailored public-awareness campaigns
- 8) Professional understanding of equity issues and how this affects individuals
- 9) Exploit local data resources
- 10) Embed in research and evaluation

The report can be accessed from the following link:

http://www.raceequalityfoundation.org.uk/sites/default/files/publications/downloads/Dementia%20report%20SCREEN_0.pdf

July 2016

- Dignity, safety, liberty - watchwords for the Mental Capacity Act

This blog for Social Care News, by the Chair of the National Mental Capacity Forum, Baroness Finlay explains why greater awareness of the Mental Capacity Act remains vital to its effectiveness. It also includes Shropshire Council's visual aid for remembering the five principles of the Mental Capacity Act.

This blog can be accessed from the following link:

<https://socialcare.blog.gov.uk/2016/07/22/dignity-safety-liberty-watchwords-for-the-mental-capacity-act/>

- Walking the tightrope

A report produced by Age UK and Carers UK details the challenges of combining caring and employment in later life including the impact that caring for loved ones can have on people's working lives and subsequently their finances, health and wellbeing.

The report can be accessed from the following link:

http://www.ageuk.org.uk/Documents/EN-GB/For-professionals/Policy/work-and-learning/Walking_the_tightrope_report_2016.pdf?epslanguage=en-GB?dtrk=true

Additional information about these qualifications is available from OCR's website and includes Key Documents, Notices to Centres, Chief Co-ordinator Annual Reports, Recording Forms, Units, Model Assignments, Support Materials, Teaching and Learning Resources:

For scheme 04700 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-preparing-to-work-in-adult-social-care-level-2-certificate-04700/>

For scheme 04701 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-preparing-to-work-in-adult-social-care-level-3-certificate-04701/>

For scheme 04711 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-employment-responsibilities-and-rights-in-health-social-care-and-children-and-young-peoples-settings-level-2-award-04711/>

For scheme 05919 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-awareness-of-dementia-level-2-award-05919/>

For scheme 05921 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-awareness-of-dementia-level-3-award-05921/>

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