

GCE

Health and Social Care

Unit **F918**: Caring for Older People

Advanced GCE

Mark Scheme for June 2016

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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.

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Annotations

Annotation	Meaning
	Positive
	NNegative
	Benefit of Doubt
	Cross
	Example
	Level 1
	Level 2
	Level 3
	Repeat
	Too vague
	Tick
	Developed point
	Omission
BP	Blank Page
	Seen but not worthy of any credit

Question		Answer	Marks	Guidance
1	a	<p>One mark for each physical symptom he could be experiencing-</p> <ul style="list-style-type: none"> • unable to eat a normal diet • weaker stomach muscles • weak muscles in digestive tract • dehydration due to loss of fluids/increased thirst • weak muscles in the rectum • persistent diarrhoea/loose stools • extreme/ increased tiredness / lack of energy • bloating of the abdomen • severe wind causing pain in the stomach • painful piles • severe/ unexpected loss of weight • anaemia • constipation • severe abdominal pain/stomach cramps • loss of appetite • blood in stools • pain when opening bowels • nausea and vomiting • constant need to empty bowels • constipation • high temperature of 38 degrees and above • accept passing urine more often especially at night / blurred vision/severe genital itching/cuts and sores take longer to heal/ increased thirst (diabetes) 	3x1	Do not accept vague answers e.g. pain /tired

Question		Answer	Marks	Guidance
1	b	<p>One mark for each example of advice the family could give-FOUR required with second mark for explanation-</p> <ul style="list-style-type: none"> • talk to professionals- to get information about their condition/ understand the physical effect/ referral to specialist • take prescribed medication- relieve physical pain/symptoms • use complementary therapies- to relieve physical symptoms/pain/relaxation • refer to a dietician- to give advice about dietary needs/dietary supplements to improve digestion/improve energy levels • change diet- eat small regular meals/avoid trigger foods/balanced diet/more fibre to improve workings of digestive tract/ improve energy levels • drink more water- to increase hydration/ to improve constipation • never ignore the need to go to the toilet- improve bowel habits • join a support/voluntary group- to share experiences/get advice about physical symptoms e.g. Age UK • talk to others in a similar situation- to get support/get advice re diet/common issues re physical effects on daily living • research using internet/books/leaflets- increase understanding of the disorder/to know what to expect as the disorder progresses • take gentle exercise- to relax, improve digestive system function • ask family/friends for support- as they will show understanding/ feel less embarrassed to talk to them 	4x2	<p>Explanation will be relevant, valid and clear.</p> <p>Accept any other appropriate answer e.g. Wearing incontinence underwear</p> <p>Do not accept repeated explanation</p> <p>Different professionals may be accepted if the explanation is different e.g GP for medication, dietician for advice on diet.</p>

Question		Answer	Marks	Guidance
1	c	<p>One mark for a way TWO required One mark for explanation TWO required</p> <ul style="list-style-type: none"> • not go out socialising - afraid to be too far from a toilet/risk of accidents • lack of visitors – find the smell offensive • lose friends – because they do not want to be around them • not see family – embarrassed by strange noises/smells • going out to eat can be a problem - cannot eat a normal diet • fewer leisure activities/hobbies – due to specified effects of the condition • become isolated/lonely-because people cannot cope with condition • join a support/voluntary group – make new friends/share experiences/increase confidence • see more health care professionals – for regular appointments so cannot socialise 	2x2	Reasons and explanations can be interchangeable but not repeated

Question		Answer	Marks	Guidance
2	a	<p>Two marks for identification of two positive changes to his life after retirement</p> <ul style="list-style-type: none"> • happy no longer working - less stress • social life changes- able to go out and make new friends/keep in touch with work colleagues/improved social life • realisation that this is the time of his life to fulfil his dreams/plans- so make the most of opportunities accept examples e.g. Travel/holidays • spend more time with family - e.g. grandparent with grandchildren/ husband/wife- take on household chores/role reversal/ travel • can participate in more hobbies/leisure activities- could take up new interests/or spend more time on existing ones accept examples • increased ability to participate in community work- as may take on voluntary work/ lead support groups 	2x1	

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	b	<ul style="list-style-type: none"> • taken out a private pension – to give a regular income • rely on pension so less money, more debts • move house / downsize / relocate – to release capital money to live on/reduce costs of bills • eligible for benefits/free prescriptions / bus pass • need to buy economy foods/ shop differently due to less income • pay off their mortgage – so they do not have large expenses when they retire • no/less income from work so less money coming into household need to budget/ • lump sum so increased income can spend on e.g. /luxuries/presents for grandchildren • work part time- so get used to lower income/ have some income • transport planning-may not be able to afford to run a car- sell it/ buy a smaller one/get information on travel discounts e.g. bus pass/train discounts • saved up money – so they have money to fall back on-accept examples building society savings/lump sum • buy caravan, motor home so can afford to go on holiday • join clubs with pensioner discounts so can afford leisure activities/socialising • rely on family financially as poorer 	6	<p>Answers must link to his economic situation</p> <p>answers can be interchangeable</p>	<p>Level 2 (4-6 marks) Candidates will explain two economic effects of James' retirement. There will be some evidence of coherence in the answers. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1-3 marks) Candidates may identify economic effect(s) of James' retirement. Answers are likely to be list like and muddled. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks No response worthy of credit</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	c	<ul style="list-style-type: none"> • Support groups-give advice/guidance, meet others in similar situation, share experiences so will feel valued/involved/ raise self-esteem/confidence • Community transport- take them to hospital appointments so will keep their health/ take them shopping so will feel independent • Meals on wheels- provide balanced meals delivered to the home so they will get a healthy diet • Faith groups- go to church so will not be socially isolated/make new friends/ feel more motivated and has a focus/meaning to life • Specialist voluntary groups e.g. Age UK- gives advice on benefits/ support available e.g. Alzheimer's Society • e.g. Probus- meet for socialising/speaker meetings so will feel mentally stimulated/ interested/informed/ provide activities to improve physical fitness 	7	<p>Answers must analyse how services or groups impact on older people- e.g. What they do and how they help</p> <p>Detailed understanding must be shown to achieve level 3</p> <p>Explicit examples of services or groups must be clear to achieve level 3</p> <p>Accept local services if clearly explained</p>	<p>Level 3 (6-7 marks) Candidates will comprehensively analyse at least two ways that third sector/voluntary services could impact on older people. Use of appropriate terminology; evidence of synthesis within the work. There will be a few, if any, errors of grammar, punctuation and spelling</p> <p>Level 2 (4-5 marks) Candidates will attempt to analyse two ways that third sector/voluntary services impact on older people. Some evidence of coherence within the answer. There may be some errors of grammar, punctuation and spelling. Sub-max of 4 for one service done well</p> <p>Level 1 (1-3 marks) Candidates may identify one or two impacts of third sector services.. Answers are likely to be list like and muddled. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks No response worthy of credit</p>

Question		Answer	Marks	Guidance
3	a	<ul style="list-style-type: none"> • heart disease • sclerosis • stroke <p>Two physical signs or symptoms from</p> <ul style="list-style-type: none"> • decrease in exercising/reduced less exercise/less mobile • decreased energy levels • pain in the chest/ left arm • breathlessness • cold/blue lips/fingers/toes • high/low blood pressure dizziness/light headed- because of high/low blood pressure • paralysis on one side of the body • slurred speech because of difficulty forming words • difficulty swallowing • inability to raise arms 	1 1x2	<p>Accept heart attack/ angina/hypertension</p> <p>Accept any other appropriate sign/symptom linked to chosen disorder</p>

Question		Answer	Marks	Guidance
3	b	<p>Answers must link to an older person living independently in the community/in their own home</p> <p>Physical effect + explanation of way affected-</p> <ul style="list-style-type: none"> • Difficult to move around/ paralysis affects mobility in arms/legs e.g. Get to toilet • Dizzy, risk of falling so cannot get to shops for food to do their own cooking • Pain in chest so cannot do personal tasks e.g. bathing • Stroke affects ability to speak so cannot concentrate when talking/ reading/ household chores • Dizziness so afraid, loss of confidence, needs reassurance when trying to get dressed • Decreased energy levels worse at night when locking up their home/getting into bed • Reduced physical ability to walk far so lonely- cannot get out to see friends/ Never goes anywhere needs to see the world to increase interest in life/motivating/feel valued part of a group • Too tired/breathless to stand or sit to prepare own meals as difficulty preparing food/ being bothered to make a meal /lack of balanced diet • Loss of movement –paralysis/Poor hygiene- cannot get in/out of bath/ difficulty using toilet 	2x2	<p>Answers are interchangeable</p> <p>Accept any reasonable link to reasons why current situation is a problem- e.g. links to safety/ quality of life/ability to cope</p> <p>One mark for brief explanation, two marks for clear explanation</p> <p>Two different physical effects required.</p> <p>If mobility answer given, check back to ensure matching with circulatory disorder given in 3a.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	c	<p>Disadvantages for an older person</p> <ul style="list-style-type: none"> • Have to live with other people all the time- upsetting/ annoying • lose home-feel upset/sad- leaving precious memories behind • dependence/loss of independence- feel inadequate/ rely on others/lost control • social life- lose old friends/see less of family • leisure activities change • institutionalisation -loss of self - esteem/confidence/ have to follow rules/routine of home/loss of independence • anxiety about leaving their own home • nothing to live for/ end of life-depression • less privacy- as surrounded by people all the time • loss of dignity- have to ask for help • loss of routine/old life- not able to go to places live the daily routine they had before • change of location-cannot go to same church/clubs • reduced accommodation- less space • lack of freedom/choice e.g. cannot cook for themselves/ go to bed/get up when they want/watch tv they want to / set visiting times • fear of potential abuse • cannot take their pet • not able to take all possessions with them- e.g. loved furniture/possessions • cost - financial implications • food- have to eat institutionalised food- with other people 	8	<p>Level 3-clear explanation of at least two negative effects</p> <p>Level 2 – will discuss</p> <p>Level 1- identify/list like of effects with minimal description</p> <p>Accept any other relevant effect</p>	<p>Level 3 (6-8 marks) Candidates will clearly discuss the disadvantages of moving into a residential home for an older person. Judgements will be sound and link directly to the impact on an older person. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 (4-5 marks) Candidates will discuss the disadvantages of moving into a residential home on an older person. Answers will be factually accurate but superficial. There will be evidence of coherence within the answers. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 1 (1- 3 marks) Candidates may identify disadvantages of moving into a residential home on an older person. Discussion will be lacking. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks No response worthy of credit</p>

Question		Answer	Marks	Guidance
4	a	<p>One mark for each change to health care needs, THREE required</p> <p>One mark for each description, accept examples THREE required</p> <ul style="list-style-type: none"> • Additional treatment required due to worsening condition - e.g. Chest infection/blood clot • Reduced care needs as his condition improves – operation reduces the impact of the muscular skeletal disorder e.g. able to shower maintain own hygiene/cook so improve diet-health • less support / aids needed for movement – his affected joint becomes less painful and swelling reduced so he can move about • assessment required by occupational therapist - find out what aids / adaptations are required • needs additional aids due to initially decreased mobility – after the operation his joint will be swollen and bandaged so he will not be able to move about • medication required for severe pain and discomfort – replacement of joints can be very painful at first as the body tries to reject it • needs help from others – because he is unable to do things for himself e.g. Getting to the toilet/dressing/washing • may need antibiotics - wound could get infected – not kept clean enough • increased likelihood of potential dangers – he is not stable on his feet / lacks mobility so could – may need physiotherapy to increase mobility • community nurse needs to visit - to change dressings and monitor regularly 	3x2	Health and care needs must link directly to after effects of an operation when Yasser has returned home.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none">• need aids and adaptations for mobility – walking frame, commode/occupational therapist to assess• need to take medication regularly – to relieve pain / symptoms• requires physiotherapy / have to do regular exercises – to improve flexibility of the joint• have regular health checks – to monitor his progress / look for signs of infection/doctor visits		

Question		Answer	Marks	Content	Guidance
					Levels of response
4	b	<p>Analyse ways an occupational therapist could help Yassar to live independently.</p> <ul style="list-style-type: none"> • assess his needs – to ensure they are met fully • assess home for aids/adaptations – to maintain safety • talk to his family/carers – to ensure all his needs are met • advise about daily living routines – to enable him to cope with his disorder • teach new skills – to enable him to care for himself • observe Yassar doing tasks/activities – to assess his needs • show Yassar how to use aids/adaptations – to ensure safety • arrange for specialist to come and fit adaptations – to ensure they are fitted correctly • talk to Yassar about his difficulties – to find out specific needs/to help him understand his disorder • provide information about services available – to enable him to access them • produce a care plan – to inform others of their responsibilities • suggest ways of promoting social activity – so he does not become socially excluded/isolated 	7	<p>Accept relevant examples of ways an occupational therapist would help Yassar who has just had a hip replacement-focus is on gaining independence</p> <p>Level 3- clear analysis of 2 ways and must link to Yassar's needs</p> <p>Level 2- attempt to analyse two ways- attempts to link to Yassar's care needs</p> <p><i>Submax 4 marks for one way covered very well</i></p> <p>Level 1- identify ways only</p>	<p>Level 3 (6-7 marks) Candidates will thoroughly analyse the role of an occupational therapist showing the ways they support Yassar's particular care needs when he returns home. At least two ways will be analysed which will show a high level of understanding of their role with accurate application of underpinning knowledge. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 (4 - 5 marks) Candidates will attempt analysis of the role of an occupational therapist. There will be limited justification of their choices with minimal links to Yassar's particular care needs when she returns home. Choices made will be realistic demonstrating sound understanding of their role with clear application of underpinning knowledge. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 1 (1 - 3 marks) Candidates may identify the role of the occupational therapist that could</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						support Yassar with little if any analysis of their role. Understanding will be superficial. Answers are likely to be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive. 0 marks No response worthy of credit

Question		Answer	Marks	Content	Guidance
					Levels of response
4	c	<p>How practitioners promote individual rights and beliefs</p> <ul style="list-style-type: none"> • encourage Yassar to be independent wherever possible/empowering him to do as much for himself as possible no matter how long it takes/giving Yassar information • allow Yassar to have choices about his care and treatment and do not force them into actions they do not want to do • ask Yassar what he needs and wishes/do not make presumptions • make sure all care is carried out safely e.g. promote his dignity during massages/exercise • recognise Yassar's personal beliefs and preferences (requires some specific amplification) • enable Yassar to maintain his identity • raise awareness of how to complain • being aware of Yassar's cultural/religious needs e.g. be respectful of his need to pray • address Yassar correctly/calling them by the name he prefers- first name/surname 	7	<p>Level 3- Detailed Explanation With examples</p> <p>Level 2- Attempts at Explanation with/without examples Sub-max of 4 for one way done well</p> <p>Level 1- Ways only identified</p>	<p>Level 3 (6-7 marks) Candidates will comprehensively explain two ways practitioners will promote individual rights and beliefs. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few, if any errors of grammar, punctuation and spelling</p> <p>Level 2 (4-5 marks) Candidates will attempt to explain one/two ways practitioners will promote individual rights and beliefs. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling</p> <p>Level 1 (1-3 marks) Candidates will identify one/two ways practitioners will promote individual rights and beliefs. Answers will be superficial. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks No response worthy of credit</p>

Question		Answer	Marks	Content	Guidance
					Levels of response
5	a	<ul style="list-style-type: none"> Day care manager may refer to Social worker/other services to assess older person's needs/ability to cope on his own/refer to other services e.g. Memory clinic/health care services /make a care plan to improve communication skills/refer to other services Day care service support worker provide social support/ to meet others/share experiences. Activities increase mental stimulation because activities help conversation/ / memory because activities improve attention/concentration problems due to lapses in memory e.g. memory boxes/life story wallets/puzzles/quizzes/crosswords Day care staff organise volunteers to befriend older person Occupational therapist- assess for aids e.g. memory aids- use reality orientation boards Speech therapist to improve ability to converse Activity staff organise and run trips and visits/encourage older person to go out/attend classes e.g. cookery/pottery Key workers use of reminiscence rooms to stimulate older person's memory Sensory rooms/ gardens for stimulation of senses/memories Information for carers to promote understanding and support e.g. sessions for both older person and their carer Provide activities to aid specific cognitive symptoms, e.g. depth perception 	10	<p>Links to a named disorder of the nervous system required- dementia/ multiple sclerosis/Parkinson's for level 3</p> <p>Relevant practitioners who work in day care are acceptable</p> <p>Sub-max of 5 for one way done well</p>	<p>Level 3 (8-10 marks) Candidates will comprehensively discuss two ways day care services will support the intellectual needs of an older person. Explicit reference will be made to a named disorder of the nervous system. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few, if any errors of grammar, punctuation and spelling.</p> <p>Level 2 (5-7 marks) Candidates will attempt to discuss one/two ways day care services will support the intellectual needs of an older person. There may be some reference to disorders of the nervous system. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1-4 marks) Candidates will identify how day care services will meet the intellectual needs of an older person. There is minimal reference to disorders of the nervous system. Answers may be list-like. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question			Answer	Marks	Content	Guidance
						Levels of response
						<p>0 marks No response worthy of credit</p> <p>At Level 1 one mark may be awarded for identification of disorder</p>

Question		Answer	Marks	Content	Guidance
					Levels of response
5	b	<p>Limitations of Mental Health Act for role of health care practitioners-</p> <ul style="list-style-type: none"> • Lack of treatment-high pressure/demand makes it difficult to provide services / –there are resource limitations/community care can be lacking • Cannot change attitudes towards people with mental health needs – this stigma prevents PWUS using Act • Does not help older people with less severe mental health needs • Mental Health Act only relevant to a few older people • Mental Capacity Act may be more relevant in dementia cases • Lack of resources/training/underfunding to support an older person to a high standard • service users may not be aware of their rights under the act so difficult for practitioners to explain if not contacted • service users can be discharged from their section too early/readmissions needed • service users who have been sectioned may receive discrimination e.g. Providing appropriate services direct discrimination prohibits access on the basis of age, while indirect discrimination occurs when older people are overlooked for referral to potentially helpful services or, if referred to generic adult mental health services, do not have their needs adequately met. • Lack of early diagnosis so treatment is late/inadequate 	10	<p>Level 3- clear analysis with conclusion for full marks</p> <p>Level 2- basic analysis including both strengths and weaknesses</p> <p>Level 1- identification of features, minimal description, limited understanding</p>	<p>Level 3 (8 -10marks) Candidates will clearly analyse the limitations of the Mental Health Act for the role of health care practitioners. A thorough understanding of the limitations will be shown. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 (5-7 marks) Candidates will attempt an analysis of the limitations of the Mental Health Act for practitioners. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar. Punctuation and spelling.</p> <p>Level 1 (1-4 marks) Candidates will only identify/list the limitations of the Mental Health Act for practitioners. Candidates show minimal understanding of the limitations. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>0 marks No response worthy of credit</p>

Question		Answer	Marks	Content	Guidance
					Levels of response
6	a	<p>Physical day to day living-</p> <ul style="list-style-type: none"> • Preparing meals may be breathless • Getting washed/dressed/going to toilet affected by poor mobility due to lack of breath • Mobility as breathing difficulties e.g. cannot shop • Healthcare needs-medication to reduce pain/oxygen/nebulizers so house bound • increased dependency on others as constant coughing • increased dangers indoors/outdoor, e.g. air pollution • unable to carry out household chores due to severe pain in the chest area <p>Intellectual</p> <ul style="list-style-type: none"> • changes in lifestyle/ giving up part timework/voluntary work • spend more time on personal interests e.g. crosswords • housebound- bored <p>Social/Emotional</p> <ul style="list-style-type: none"> • not able to go out socialising- afraid/risk of breathlessness • find it difficult to talk to others about their disorder • lack of visitors- people lose interest in them • not see family/friends- unable to cope with their condition deteriorating • less leisure activities/ hobbies- have to spend time at medical appointments • isolation/loneliness- cannot go out as much as before • fear • loss of confidence/self esteem • loss of motivation • depression 	9	<p>Focus is on effects of respiratory disorder linked to daily activities</p> <p>Level 3-clear explanation of 2 effects on daily living</p> <p>Level 2- attempt to explain 1/2 ways Sub max 5 for one way done well</p> <p>Level 1- identification only</p>	<p>Level 3 (7-9 marks) Candidates will clearly explain at least two effects of a respiratory disorder on daily living showing a thorough understanding. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4-6 marks) Candidates will attempt explanation of at least two effects of a respiratory disorder on daily living. Answers will be factually accurate. There will be evidence of coherence with the answers. There may be noticeable errors of grammar punctuation and spelling.</p> <p>Level 1 (1-3 marks) Candidates will identify effects of a respiratory disorder on daily living. Candidates may give minimal description and show limited understanding. Answers are likely to be list like, muddled demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive,</p> <p>0 marks No response worthy of credit</p>

Question		Answer	Marks	Guidance
6	b	<p>Three ways a home care assistant could maintain confidentiality:</p> <ul style="list-style-type: none"> • will respect Miss Judson's wishes for information to be kept private- e.g. password to access computer records • not talking about Miss Judson by name where can be overheard so that she cannot be identified e.g. on the bus, with friends • keep Miss Judson's personal notes locked away so are kept private e.g. locked filing cabinet • will not talk about her care to those who do not need to know e.g. check with manager who is allowed to know personal details • will not leave her notes lying around for others to read e.g. in the office • will ask permission to share information e.g. ask Miss Judson if information can be passed on to her family • will explain who will have access to her information e.g. the home care assistant and other practitioner identified in the care plan • will not give information over the telephone without identity of caller being proven e.g. tell the caller that they will telephone them back 	3x2	

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