

# Health and Social Care (Adults) for England

Level 2 Diploma

Scheme code 05923

Centre Handbook

Date November 2014. We've indicated significant changes by a black line.  
The latest issue can be found on our website: [www.ocr.org.uk](http://www.ocr.org.uk)

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# 1 Introduction

This centre handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualification which has been accredited onto the Qualifications and Credit Framework (QCF).

## **OCR Level 2 Diploma in Health and Social Care (Adults) for England**

**The OCR scheme code for this qualification is 05923**

It is important that centre staff involved in the delivery of the above qualification understand the requirements laid down in this handbook. Centres should therefore ensure that all staff involved in the delivery of this qualification have access to this document.

## 1.1 The OCR Diplomas in Health and Social Care

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The OCR Health and Social Care Diplomas provide candidates with high quality, nationally recognised qualifications. They are vocationally-related, credit-based qualifications that provide valuable opportunities for individuals to develop skills, gain underpinning knowledge and understanding and demonstrate competence in the workplace. They support achievement of Key Skills/Functional Skills/Essential Skills and relate to national occupational standards (NOS).

The awarding body for these qualifications is Oxford Cambridge and RSA Examinations (OCR) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

These qualifications have been accredited onto the Qualifications and Credit Framework (QCF). They are endorsed by Skills for Care and Development, the sector body for health and social care.

## 1.2 Administration arrangements for this qualification

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A separate publication, the *Admin guide: Vocational Qualifications (A850)*, provides details of the administration arrangements for this qualification. The Admin Guide is available to download from our website: [www.ocr.org.uk](http://www.ocr.org.uk).

## 1.3 What is the Qualifications and Credit Framework (QCF)?

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The QCF is a unit and credit-based regulatory framework which replaces the National Qualifications Framework (NQF). It is a way of recognising skills and qualifications by awarding credit for qualifications and units achieved.

## 1.4 If centre staff have queries

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This Centre Handbook and the Admin Guide contain all the information needed to deliver and administer this qualification. If centre staff has any queries about this qualification that are not answered in these publications, they should refer to the section [Further support and information](#) for details of who to contact. Support is also available on the OCR webpages for this qualification.

## 1.5 Documentation updates

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The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification webpages at [www.ocr.org.uk](http://www.ocr.org.uk) for details regarding updates to this qualification. The latest version of this handbook is available to download from the OCR website.

## 2 General information

### 2.1 Qualification profile

<b>Title</b>	OCR Level 2 Diploma in Health and Social Care (Adults) for England			
<b>OCR code</b>	05923			
<b>QAN</b>	501/1244/2 (Qualification Accreditation Number)			
<b>Level</b>	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 2			
<b>Qualification structure</b>	<p>The credit required for this qualification is 46.</p> <p>To achieve this qualification, candidates must achieve a minimum of 46 credits. To do this they must achieve:</p> <ul style="list-style-type: none"> <li>• 24 credits from the mandatory units in Group A</li> <li>• A minimum of 2 credits and a maximum of 7 credits from the optional units in Group B</li> <li>• At least 15 credits from the optional units in Group C</li> </ul> <p>Learners claiming a specialist pathway (Dementia or Adults with Learning Disabilities) must achieve some specified units within the credits required in Groups B and C.</p>			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
		✓	✓	✓
<b>This qualification is suitable for</b>	<p>This qualification is suitable for those who work within the health and social care workforce. It provides learners with an opportunity to demonstrate their competence in a wide range of job roles.</p> <p>The qualification has been developed to meet specific needs in England.</p>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Assessment</b>	This qualification is internally assessed by centre staff and externally verified by OCR Assessors.			
<b>Funding</b>	<p>For details on eligibility for public funding please refer to the following websites:</p> <p><a href="http://www.dcsf.gov.uk/section96/">http://www.dcsf.gov.uk/section96/</a></p> <p><a href="http://skillsfundingagency.bis.gov.uk/">http://skillsfundingagency.bis.gov.uk/</a></p>			
<b>Performance figures</b>	<p>For information on this qualification's contribution to performance measurement please see the Ofqual's National Database of Accredited Qualifications (NDAQ): <a href="http://www.accreditedqualifications.org.uk">http://www.accreditedqualifications.org.uk</a></p>			
<b>Last date to enter candidates</b>	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our <a href="#">last entry/certification notification</a>.</p>			

## 2.2 Target market

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This qualification is aimed at those who are already working in health and social care settings and provide an opportunity to have their knowledge and skills recognised through the achievement of a nationally accredited qualification.

The qualification will be relevant to:

- Care assistants/support workers/key workers in residential settings
- Healthcare assistants/support workers in community and primary care environments
- Healthcare assistants/support workers in acute health environments
- Care assistants/support workers/key workers in domiciliary services
- Care assistants/support workers/key workers in day services
- Support workers in supported living projects
- Community-based care assistants/support workers/key workers, including those working in specialist areas, eg dementia, learning disabilities
- Personal assistants employed directly by the individual they support or their families
- Emerging new types of workers and multidisciplinary health roles crossing traditional service barriers and delivery models

The qualification is open to learners from the age of 16 onwards, of either gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning. The units of this qualification describe the level and breadth of performance expected of anyone working in this area.

## 2.3 Qualification aims

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This qualification is to guide and assess the development of knowledge and skills relating to the health and social care workforce. The qualification will be the only qualification that confirms occupational competence for identified roles in the health and social care workforce in England.

This qualification specifically aims to:

- recognise the learner's understanding of the health and social care workforce
- evaluate the learner's application of knowledge in the workplace
- provide accreditation for the essential knowledge, understanding and competence needed by those working within the health and social care workforce

## 2.4 Entry requirements

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This qualification is available to anyone who is capable of reaching the required standards. It has been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

All centre staff involved in the assessment or delivery of this qualification should understand the requirements of the qualification and match them to the needs and capabilities of individual candidates before entering them as candidates for this qualification.

There are no formal requirements for entry to this qualification.

## 2.5 Recognition of Prior Learning

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Within the QCF, recognition of prior learning (RPL) is defined as 'A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.' (*Regulatory arrangements for the Qualifications and Credit Framework Ofqual/08/3726*). OCR encourages the use of RPL and centres should advise their learners that they can bring forward any relevant learning (gained either informally or formally) so that, it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete. It is important that centres make it clear to their learners that the RPL process is concerned with how the learner has acquired the knowledge, understanding or skills, it does not mean the learner is exempt from the assessment.

The currency of knowledge and ability, is often important when recognising skills and competences. Where assessment is devolved to centres through assignments or portfolio-building, centre staff must judge the relevance of prior learning in all its aspects (including currency) to the qualification being assessed, before OCR will quality assure and authorise certification.

## 2.6 Unique Learner Number (ULN)

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It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all candidates who have claimed certification for the Level 2 Diploma in Health and Social Care (Adults) for England. Where a candidate has a ULN, you should enter their number in the ULN field of the entry form. For candidates who do not have a ULN, a claim will still be accepted if you leave this field blank but OCR will not be able to send these achievements to the Diploma Aggregation Service. Further information about this can be found in the *Admin guide: Vocational Qualifications (A850)* available to download from [www.ocr.org.uk](http://www.ocr.org.uk).

## 2.7 Progression opportunities

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This qualification has been designed to encourage progression. It is anticipated that learners will progress to the Level 3 Diploma in Health and Social Care (Adults) for England or to specialist qualifications reflecting the context in which they work.

## 2.8 Supporting OCR candidates

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Centres should ensure that candidates are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.



Centre staff should provide guidance to candidates on the assessment process and help candidates prepare for assessment. Full details on how the units are assessed are in sections 3 and 6 of this centre handbook.

## 2.9 Wider issues

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This qualification provide potential for centres to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues and heighten candidates' awareness of environmental issues, health and safety considerations and European developments.

### Spiritual, moral, ethical, social and cultural issues

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Centre staff delivering a course that supports this qualification would have opportunities to address spiritual, moral, ethical, social and cultural issues.

For example, in Unit 1 SHC 023 candidates will need to explore issues around equality and inclusion and show how they work in ways that respect the beliefs, culture, values and preferences of others.

### Environmental issues, health and safety considerations and European developments

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Centre staff delivering a course that supports this qualification may have opportunities to address environmental issues, health and safety considerations and European developments depending on the method of delivery/choice of teaching materials.

For example, in Unit HSC 027 candidates will need to explore issues around health and safety in the workplace. They will need to identify relevant legislation and show that they understand their own and others' responsibilities.

## 2.10 Guided learning hours

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Each of the units in this qualification is allocated a number of guided learning hours (glh) which indicates the approximate number of hours for teacher supervised or directed study time and assessment. Information on unit glh for this qualification is given in section 6.

## 2.11 Funding

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This qualification is accredited at Level 2 of the Qualifications and Credit Framework and is eligible for funding under Section 96 of the Learning and Skills Act 2000 and/or Skills Funding Agency. For details on eligibility for public funding please refer to the following websites:

<http://www.dcsf.gov.uk/section96/>

<http://skillsfundingagency.bis.gov.uk/>

## 2.12 Mode of delivery

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OCR does not specify the mode of study or specify a time limit for the achievement of this qualification other than the expiry dates for entry and certification laid down by the regulatory authorities detailed in the qualification profiles.

Centres are free to deliver this qualification using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that candidates have appropriate access to the resources identified below.

Centres should consider the candidates' complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by centre staff.

## 2.13 Resources

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OCR strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies.

Candidates should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (eg Health and Safety).

Staff conducting assessment must understand fully the requirements of this qualification. Centres should ensure that appropriate physical resources are made available to candidates.

Centres will need to provide appropriate assessment facilities for candidates that comply with the regulations laid down by OCR in the *Admin guide: Vocational Qualifications (A850)* and the *JCQ Instructions for Conducting Examinations*, available on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

Centres will need to meet the above requirements when they seek centre approval from OCR.

## 2.14 Delivery in Wales and Northern Ireland

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The recognition of this qualification in relation to the health and social care workforce is applicable in England only.

Learners in Wales or Northern Ireland should confirm local requirements and where appropriate access the Level 2 qualification that has been approved for recognition in Wales and Northern Ireland.

Further information concerning the provision of assessment materials in Welsh and Irish may be obtained from the OCR Customer Contact Centre: 024 76 851509.

## 2.15 Access arrangements and special consideration

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Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates.

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is one which is shared between OCR and the centre. Centre staff should consult the 'Joint Council of Qualifications' (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* [www.jcq.org.uk](http://www.jcq.org.uk).

This document should also be referred to for those candidates who may require a post examination adjustment, special consideration (to reflect temporary illness, indisposition or injury), at the time of the examination/assessment.

For further guidance on access arrangements and special consideration please refer to OCR's *Admin guide: Vocational Qualifications (A850)* on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## 2.16 Results enquiries and appeals

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Please refer to the *Admin guide: Vocational Qualifications (A850)* which can be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## 2.17 Centre malpractice guidance

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It is the responsibility of the Head of Centre\* to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to the OCR Standards Division.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly, and report the outcomes to the OCR Standards Division.

Further information is contained in the JCQ publication: *Suspected Malpractice in Examinations and Assessments* which is available from [www.jcq.org.uk](http://www.jcq.org.uk) together with OCR's *Malpractice Procedures – A Guide for Centres*.

## 2.18 Re-assessing knowledge

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Some learners may begin working towards the HSC Diploma after achieving units from 'entry to the sector' or 'induction' qualifications. A close correlation exists between these entry/induction units and the mandatory units in the Diploma, ie they share the same knowledge content. Assessors of the HSC mandatory units *should not re-assess* knowledge content, but recognise that knowledge has been assessed and achieved in the earlier unit. Only in exceptional cases, where observation of competence raises doubts about a learner's knowledge, may assessment of knowledge be repeated.

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\* The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

HSC unit	Related 'Entry to Sector'/'Induction' unit
SHC 21 Introduction to communication in health, social care or children's and young people's settings	PWCS 21 Principles of communication in adult social care settings
SHC 22 Introduction to personal development in health, social care or children's and young people's settings	PWCS 22 Principles of personal development in adult social care settings
SHC 23 Introduction to equality and inclusion in health, social care or children's and young people's settings	PWCS 23 Principles of diversity, equality and inclusion in adult social care settings
HSC 025 The role of the health and social care worker	PWCS 25 Understand the role of the social care worker
HSC 026 Implement person centred approaches in health and social care	PWCS 26 Understand person centred approaches in adult social care settings
HSC 027 Contribute to health and safety in health and social care	PWCS 27 Understand health and safety in social care settings
HSC 028 Handle information in health and social care settings	PWCS 28 Understand how to handle information in social care settings
SHC 31 Promote communication in health, social care or children's and young people's settings	PWCS 31 Principles of communication in adult social care settings
SHC 32 Engage in personal development in health, social care or children's and young people's settings	PWCS 32 Principles of personal development in adult social care settings
SHC 33 Promote equality and inclusion in health, social care or children's and young people's settings	PWCS 33 Principles of diversity, equality and inclusion in adult social care settings
HSC 036 Promote person centred approaches in health and social care	PWCS 36 Understand person-centred approaches in adult social care settings
HSC 037 Promote and implement health and safety in health and social care	PWCS 37 Understand health and safety in social care settings
HSC 038 Promote good practice in handling information in health and social care settings	PWCS 38 Understand how to handle information in social care settings

**In England** these related units are from the *Level 2 Certificate in Preparing to Work in Adult Social Care* (PWCS 21-PWCS 28) and the *Level 3 Certificate in Preparing to Work in Adult Social Care* (PWCS 31-PWCS 38)

## 2.19 Progressing from knowledge to competence

Some units in Group B (knowledge units) are closely linked with units in Group C (competence units) as they share the same knowledge content. It is expected that learners may be assessed on the knowledge content in a 'class room' setting and claim the Group B unit at that point. Some learners may go on to apply their knowledge in a work setting, and therefore be assessed for the Group C unit. Assessors *should not re-assess* knowledge at that point, but recognise that knowledge has been assessed and achieved in the earlier unit. Only in exceptional cases, where observation raises doubts about a learner's knowledge, may assessment of knowledge be repeated.

Where a learner achieves both units, they will claim full credits for the Group C unit but must disregard credits gained for the Group B unit.

Eg. Learner achieves *Group B: LD 311K Principles of supporting young people with a disability to make the transition into adulthood*

and

*Group C: LD 311C Support young people with a disability to make the transition into adulthood*

If both the above units are taken, only the credits for LD311C will be counted towards the Diploma.

The following are pairs of units where this applies:

DEM 202 The person centred approach to the care and support of individuals with dementia	DEM 204 Understand and implement a person centred approach to the care and support of individuals with dementia
DEM 205 Understand the factors that can influence communication and interaction with individuals who have dementia	DEM 210 Understand and enable interaction and communication with individuals with dementia
DEM 207 Understand equality, diversity and inclusion in dementia care	DEM 209 Equality, diversity, and inclusion in dementia care practice
DEM 308 Understand the role of communication and interactions with individuals who have dementia	DEM 312 Understand and enable interaction and communication with individuals who have dementia
DEM 310 Understand the diversity of individuals with dementia and the importance of inclusion	DEM 313 Equality, diversity and inclusion in dementia care practice
LD 205 Principles of positive risk taking for individuals with disabilities	HSC 2031 Contribute to support of positive risk-taking for individuals
LD 206 Principles of supporting an individual to maintain personal hygiene	LD 206 C Support individuals to maintain personal hygiene
LD 208 K Principles of supporting individuals with a learning disability to access healthcare	LD 208 C Contribute to supporting individuals with a learning disability to access healthcare
LD 305 Understand positive risk-taking for individuals with disabilities	HSC 3066 Support positive risk-taking for individuals
LD 311 K Principles of supporting young people with a disability to make the transition into adulthood	LD 311 C Support young people with a disability to make the transition into adulthood
LD 314 K Principles of self-directed support	LD 314 C Support individuals with self-directed support

## 2.20 Choosing optional units

Optional units within the HSC Diplomas are designed to be combined in flexible ways to reflect the real working context of different learners. When planning the units best suited to an individual learner, all units should be considered *by title and content* regardless of their unit prefix/reference number.

- Prefixes may suggest a particular context but the unit itself may have wider application, eg *LD 314 Support individuals with self-directed support* applies across the sector and not only to those supporting people who have a learning disability.
- Or units with the general HSC prefix may have a very specific context, eg *HSC 3055 Identify the physical health needs of individuals with mental health needs and plan appropriate actions*

The full range of optional units should therefore be considered for all learners.

## 2.21 Units required for pathways ('Dementia' and 'Adults with Learning Disabilities')

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Learners may claim a specialist pathway if they achieve specified units in Group B and Group C. In Group C several units are specified, of which learners must achieve one. However, all the specified units also form part of the optional unit bank in Group C, so that learners are free to take *any or all* of the units specified for their pathway if they choose.

<p><b>England Level 2 Dementia pathway – specified units</b>  <i>Learners may take any, some, or all of these units</i></p>
DEM 204 Understand and implement a person centred approach to the care and support of individuals with dementia
DEM 209 Equality, diversity and inclusion in dementia care practice
DEM 210 Understand and enable interaction and communication with individuals with dementia
DEM 211 Approaches to enable rights and choices for individuals with dementia whilst minimising risks

<p><b>England Level 2 Learning Disability pathway – specified units</b>  <i>Learners may take either or both of these units</i></p>
LD 202 Support person centred thinking and planning
LD 203 Provide active support

## 3 Assessment

### 3.1 Assessment: How it works

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In order for candidates to be able to effectively progress towards meeting the requirements of each assessment criterion, teachers/tutors must make sure that the supporting knowledge, understanding and skills requirements for each criterion are fully addressed. The identified knowledge, understanding and skills in the unit are not exhaustive and may be expanded upon or tailored to particular contexts to which the unit is being taught and the assessment criteria applied.

When assessors are satisfied that the candidate has met all of the requirements for a unit, they must confirm this by signing an evidence record sheet for that unit to show that the assessment process is complete.

### 3.2 Authentication

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Tutors/Assessors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the tutor/assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the tutor/assessor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for tutors/assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources.

Where permitted by the specification, the work of individual candidates may be informed by working with others, for example, in undertaking research, but candidates must provide an individual response as part of any task outcome.

Whilst there are no restrictions on the number of times that a candidate can resubmit evidence, it is the responsibility of the tutor/assessor to ensure that the details of any feedback and guidance are clearly recorded. Any advice to individual candidates over and above that given to the class as a whole should be recorded.

### 3.3 Initial assessment of candidates

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It is important for centres to carry out some form of initial assessment that identifies what competence and knowledge a candidate already has and the gaps that they need to look at. This will help plan the assessment because it allows assessors to help candidates understand the best

place to start collecting evidence. It will also identify units which candidates might have difficulty finishing.

### 3.4 Assessment planning

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Assessors must take responsibility for assessment planning with candidates. This will involve agreeing a number of issues with candidates including:

- finding the best source of evidence to use for particular units
- finding the best way of assessing the candidate
- confirming the best times, dates and places for the assessments to take place.

Assessors must make a note of their assessment planning and regularly give feedback to candidates.

### 3.5 Making assessment decisions

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It is not necessary for candidates to meet all the criteria every time they carry out an activity but **it is necessary that all candidates produce their own evidence to meet all assessment criteria.** They must consistently provide enough evidence for assessors to believe that the candidate is competent in their working environment.

Assessors should:

- plan with the candidates
- assess candidate performance, knowledge and understanding
- look at the evidence
- question and give feedback to the candidate working towards these qualifications.

They should also be satisfied that the candidate has demonstrated competence when meeting the assessment criteria.

All criteria must be completed before the assessor can sign the unit off as complete.

Full details of the administration arrangements associated with this qualification are included in the *Admin guide: Vocational Qualifications (A850)* which can be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

This qualification contains a combination of units which assess the knowledge and understanding which underpins practice in this area as well as units which assess candidates' competence, ie their ability to competently carry out a range of tasks in the workplace. A combination of assessment methods will be adopted to meet the requirements of these knowledge based and competence based units.

Assessment decisions for competence-based learning outcomes, ie those identified in the unit assessment requirements as having to be made in the workplace, must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decisions must be within the real work environment.



Assessment decisions for competence based learning outcomes, ie those identified in the unit assessment requirements as having to be made in the workplace, must be made by an assessor qualified to make assessment decisions.

Competence based assessment **must include direct observation** as the main source of evidence.

Simulation may only be used as an assessment method for competence based learning outcomes where this is specified in the assessment requirements of the unit.

Expert witnesses can be used for direct observation where:

- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature

Expert witnesses must

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

The use of expert witnesses should be determined and agreed by the assessor.

Assessment of knowledge based learning outcomes, ie those not identified in the unit assessment requirements as having to be assessed in the workplace, may take place in or outside of a real work environment.

Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor who is qualified to make assessment decisions.

## 3.6 Methods of assessment

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It is the assessor's responsibility to agree the best method of assessing a candidate in relation to their individual circumstances. The methods agreed must be:

- valid
- reliable
- safe and manageable
- suitable to the needs of the candidate.

### Valid

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A valid assessment method is one that is capable of measuring the knowledge or skills in question. For example, a written test cannot measure a candidate's practical skills or their ability to work well with others.

Validity can also be compromised if a candidate does not understand what is required of them. For example, one valid method of assessing a candidate's knowledge and understanding is to question them. If the questions posed are difficult for the candidate to understand (not in terms of the content but the way they are phrased, for example), the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be sufficient to only provide an explanation of the key principles of the Mental Capacity Act 2005 as evidence towards the requirement of learning outcome 'Understand and use the Mental Capacity Act.'

## Reliable

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A reliable method of assessment will produce consistent results for different assessors on each assessment occasion. Internal verifiers must make sure that all assessors' decisions are consistent.

## Safe and manageable

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Assessors and internal verifiers must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation they work for.

## Suitable to the needs of the candidate

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OCR has tried to make sure that achievement of this qualification is free from constraints outside the requirements of the candidate's job role.

For candidates who have access requirements please see section 2.14 of this handbook.

If centre staff think that any aspect of this qualification unfairly restricts access and progression, they should talk to their OCR external verifier about this.

## 3.7 Summary of assessment methods

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**Direct observation** of a candidate's performance in the workplace by the assessor will be the main source of evidence for competence based learning outcomes.

In addition to observation, assessors should work with the candidate to identify the best source of evidence and the best way of assessing the candidate for particular units. In addition to observation, other assessment methods which are suitable for these qualifications are:

- **examining the evidence** by an assessor
- **questioning** the candidate or witness by an assessor
- **inference of knowledge** from direct observation.

In some situations, the assessor can speak to the candidate to provide evidence of the candidate's performance and knowledge (see [Professional discussion](#)).

## 3.8 Examining the evidence

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Only approved and qualified assessors (see [Assessor and internal verifier requirements](#)) may examine the evidence for the assessment of these qualifications.

Evidence can:

- reflect how the candidate carried out the process

- be the product of a candidate's work
- be a product relating to the candidate's competence.

For example:

The process that the candidate carries out could be recorded in an observation or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the qualification.

The product of a candidate's work could be reports, case studies, lists of medication, service user/carer testimony, completed forms.

After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

### 3.9 Observation

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Only approved and qualified assessors (see [Assessor and internal verifier requirements](#)) may carry out observations for the assessment of this qualification.

The assessor and candidate should plan observations together but it is the assessor's responsibility to record the observation properly.

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

Expert witnesses can be used for direct observation where:

- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature

Expert witnesses must

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

The use of expert witnesses should be determined and agreed by the assessor.

### 3.10 Questioning

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Only approved and qualified assessors (see [Assessor and internal verifier requirements](#)) may question a candidate or witness for the assessment of these qualifications.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures
- check if a candidate understands principles and theories *and*
- collect information on the type and purpose of the processes a candidate has gone through.

Assessors should ask open questions; that is questions where the candidate has to give an answer (other than 'yes' or 'no'). Assessors should also be careful to avoid complicated questions which may confuse the candidate.

It is important that assessors record assessment decisions after they have questioned the candidate. They must record enough information to justify the decisions they make. This does not mean that assessors must record, word for word, the questions put to the candidate and the answers the candidate gives. However, assessors must record enough information about what they asked and how the candidate replied to allow the assessment to be verified.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm a candidate's competence over a period of time.

### 3.11 Professional discussion

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Professional discussion is a structured, planned and in depth discussion recorded by the assessor. It allows the candidate to present evidence of competence and to demonstrate skills, knowledge and understanding through discussing the evidence and showing how it meets the requirements of the qualification. The assessor should guide the discussion by using open questioning, active listening and knowledge of the standards.

### 3.12 Witness testimonies

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Witness testimonies can be used as evidence of a candidate's performance. Such testimonies could be made verbally to the assessor or could be written in a short note.

If a witness provides a written statement they should include the following:

- the candidate's name
- the date, time and venue of the activity carried out
- a description of the activities performed by the candidate
- the date of writing the testimony
- a description of the witness' relationship to the candidate
- their signature and job title
- their contact details (such as telephone number).

It is not appropriate for witness testimonies to contain a list of the skills to which it relates. Witnesses must direct the information in their testimonies to describing what the candidate did. The assessor will then judge whether the candidate's activities demonstrate competence to the standards. It is not acceptable for candidates to produce written witness testimonies for witnesses to sign, to support a qualification they are working towards.

### 3.13 Personal statements

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This is a candidate's own account of what they did, backed up by reference to evidence or witnesses. Candidates can also produce logs or diaries, reflective accounts, but someone who can authenticate them as a true account of what took place must countersign these.

### 3.14 Performance evidence

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Performance evidence provides proof of what a candidate can do. Sometimes, performance evidence can also provide evidence of what a candidate knows. Performance evidence can take the form of the following:

- products or outcomes of the candidate's work (for example, things that the candidate produced or worked on). The evidence presented for assessment may be the actual product or a record of the product
- if group work is used as evidence, the candidate's contribution must be identified clearly. Other products (for example, company policies) may have been reproduced by someone else but relate to the candidate and their competence
- proof of the way the candidate carried out their work (that is, the process they went through). An assessor's observation of a candidate or a witness' testimony both provides performance evidence and would be suitable for this qualification.

### 3.15 Where evidence comes from

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Evidence may come from a number of different sources, for example:

- performance evidence may come from a candidate carrying out workplace activities
- knowledge evidence may come from a candidate carrying out workplace activities or from the candidate answering the assessor's questions.

### 3.16 Real work

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Candidates will have to be in a job role in order to generate the evidence for the competence based units in these qualifications.

Assessment decisions for competence based learning outcomes (eg those beginning with 'be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

### 3.17 Simulation

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Simulation may only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements of the unit.

Simulations should only be undertaken in the minority of cases, where the candidate is unable to complete the units because of the lack of opportunity within their practice,

- where performance is critical but events occur infrequently and yet a high degree of confidence is needed that the candidate would act appropriately
- where performance is critical, happens frequently but where there is risk of harm to the candidate in a real situation
- simulation may be used as a supplementary form of evidence.

Where simulations are used they **must** replicate working activities in a realistic workplace environment.

The use of simulation will be indicated in each unit. A realistic working environment is defined by an environment that replicates what is likely to happen when an individual is carrying out their normal duties and activities.

### 3.18 Medium that can be used

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Evidence can take many forms, for example, photographs, videos, audio tapes, CD-ROMs and paper-based or digitally formatted documents.

### 3.19 Amount of evidence needed

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It is difficult to give detailed guidance regarding the amount of evidence needed as it depends on the type of evidence collected and the judgement of assessors.

For a candidate to be judged competent in a unit, the evidence presented must satisfy all the assessment requirements and assessment criteria.

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

OCR may accept some evidence from candidates who have been assessed in a language other than English, Welsh or Irish as long as there is enough evidence to show that candidates are competent in English, Welsh or Irish to the standard required for competent performance throughout the UK.

### 3.20 Cumulative assessment record (CAR)

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As well as collecting evidence, candidates must record all their assessed evidence in their personal **cumulative assessment record (CAR)**. The CAR is the candidate's record of what evidence has been accepted as proof of competence and where that evidence can be found. It can also be used to record progress towards, and achievement of units.

Filling in the CAR is an ongoing process involving discussion and agreement between the candidate and their assessor. The candidate should fill in and keep the CAR while working towards their qualification. An assessor may help the candidate complete the CAR if necessary.

Centres can design their own recording documents if they want to. You should talk about any document you want to use with your external verifier before you use them. OCR's publication *Admin guide: Vocational Qualifications (A850)* includes information and criteria for designing recording documents.

We have provided other forms and recording documents which assessors and candidates might want to use for this qualification please see the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## 3.21 Verification – how it works

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### Internal quality assurance

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It is the centre's responsibility to appoint internal quality assurance personnel to manage the internal quality assurance process. The purpose of internal quality assurance is to make sure and show that assessment is valid and consistent, through monitoring and sampling assessment decisions.

Internal quality assurance personnel must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities (see section **Simulation**).

### External verification

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OCR will allocate an external verifier who will visit the centre to verify assessments and internal verification.

External verifiers will want to interview candidates, assessors and internal verifiers during their visits. Assessment records and evidence for all candidates must also be available for verifiers to see if they ask to. It is the assessor's (and not the internal or external verifiers') responsibility to 'sign off' each unit of competence.

Centres should have the following available for each external verification visit:

- a list of candidates registered for these qualifications, together with their achievements to date plus certification records
- access to evidence (for example, up-to-date portfolios) and CARs
- access to OCR on-line claim system (Interchange)
- relevant assessors and selected candidates as requested by the external verifier (EV), including those whose certificates have been claimed through Direct Claims Status (DCS)
- all portfolios (access to evidence) relating to certificates claimed through DCS
- a copy of the external verifier's last visit report
- a sample signature list for all assessors and internal verifiers
- details of training and curriculum vitae for new members of the assessment team
- all **centre records** (see **Centre records – assessment and verification** for more details)
- evidence of achieving action points since the last external verifier visit
- notes of any action carried out due to particular points mentioned by an external verifier in any correspondence since their last visit
- recommendations to the external verifier

- if recorded evidence is used, ensure all recordings and appropriate playback equipment is available.

## Centre records – assessment and verification

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A centre must make sure that assessment and verification records are available for external verification purposes. Assessment and/or internal verification records must record the following minimum information:

- candidate's name and location
- the title and level of the qualification they are taking
- candidate's start date on the programme and confirmation of registration with OCR
- name of the assessor
- name of the internal verifier
- date and outcome of the initial assessment of the candidate
- dates and details of candidate reviews and feedback sessions
- dates of all assessments and their outcomes (that is, the decision whether the candidate has met the requirements or not) cross-referenced to the unit
- enough detail of the assessment to justify the decision made
- an indication of the use of simulation, if used
- dates and outcomes of internal verification
- action resulting from internal verification
- certification.

Records should show formative assessment decisions (ongoing decision making), summative assessment decisions and feedback to the candidate.



# 4 Assessor and Internal Verifier Requirements

## 4.1 Assessment centre requirements

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The Assessment Centre must:

- Ensure that there are a sufficient number of people qualified to assess the number of candidates they anticipate to register
- Ensure that there are a sufficient number of people qualified to internally quality assure for the number of candidates and assessors
- Put internal quality assurance personnel in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide training for those people identified as being responsible for internal quality assurance
- Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair
- Ensure that those undertaking the roles of internal quality assurance and assessment maintain their skills, knowledge and understanding regarding assessment and internal quality assurance and the associated qualification.

The occupational expertise of those undertaking the roles of assessment and internal quality assurance is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and internally quality assurance is of paramount importance. Centres must ensure that there is sufficient time to conduct effective assessment and internal quality assurance.

## 4.2 Assessors

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Assessment is an activity that can be performed by a dedicated individual or as part of an individual's wider role e.g. supervisor, manager, tutor.

Assessment decisions for knowledge based learning outcomes, eg those beginning with 'know' or 'understand', must be made by an occupationally knowledgeable assessor. This means that the assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions. This means that the assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions, for example A1 or D32/D33 or their replacement qualifications.

Assessment decisions for competence based learning outcomes, eg those beginning with 'be able to', must be made by an occupationally competent assessor. This means that the assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This

occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions. This means that the assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions, for example A1 or D32/D33 or their replacement qualifications.

## 4.3 Expert witnesses

---

Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature.

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff

## 4.4 Internal quality assurance personnel

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Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Internal quality assurance is an activity that can be performed by a dedicated individual or as part of an individual's wider role. All internal quality assurance personnel must:

- be qualified to make quality assurance decisions, for example hold D34 or V1 or its replacement qualifications
- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, internal quality assurance personnel must understand the nature and context of the assessors' work and that of their candidates. They must also sample the assessment process and resolve differences and conflicts on assessment decisions.
- Ensure that assessment has been carried out by persons who are occupationally competent or occupationally knowledgeable, as appropriate, within the area they are assessing.
- maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the sector.
- have an appropriate induction to the units, qualifications and the standards that they are internally quality assuring and have access to ongoing training and updating on current issues relevant to these qualifications.

Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.

## 5 Certification

Candidates who achieve the full qualification will receive:

- a certificate listing the unit achieved with their related credit value, and
- a certificate giving the full qualification title

### OCR Level 2 Diploma in Health and Social Care (Adults) for England

Candidates achieving one or more units but who do not meet the credit requirements for a full certificate will receive a certificate listing the units they have achieved along with their credit value.

#### 5.1 Claiming certificates

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Certificates will be issued directly to the centre for successful candidates. In order to ensure that these are automatically issued centres must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Admin guide: Vocational Qualifications (A850)* for full details.

#### 5.2 Replacement certificates

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If a replacement certificate is required a request must be made to the OCR Operations Division on 024 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. A charge will be made for a replacement certificate.

# 6 Qualification structure and units

## 6.1 Qualification structure

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Candidates do not have to achieve units in any particular order and teachers/tutors should tailor learning programmes to meet individual candidate needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of this qualification and identify opportunities to link the units.

If a candidate is not able to complete the full qualification, their achievements will be recognised through the issue of a unit certificate listing the units achieved.

### **OCR Level 2 Diploma in Health and Social Care (Adults) for England**

#### **(Qualification Accreditation Number 501/1244/2)**

To achieve this qualification, candidates must achieve a total of **46 credits** made up as follows:

#### **Group A**

Candidates must achieve **24 credits from the 9 mandatory units** in Group A.

#### **Group B**

Candidates must achieve a **minimum of 2 credits and a maximum of 7 credits** from Group B.

If candidates are taking the Dementia pathway they need to achieve DEM 201 and then free choice from this group.

If candidates are taking the Learning Disability pathway they need to achieve LD 201 and then free choice from this group.

#### **Group C**

Candidates must achieve **at least 15 credits** from this group.

If candidates are taking the Dementia pathway they need to achieve at least 2 credits/1 unit from DEM 204 or DEM 209 or DEM 210 or DEM 211 and then free choice from this group.

If candidates are taking the Learning Disability pathway they need to achieve at least 2 credits/1 unit from LD 202 or LD 203 and then free choice from this group.

**The combined credits from Groups B and C must total at least 22 credits.**

*\* NB Use of barred combinations for progression. Where a barred combination is shown between a unit in Group B and a related unit in Group C, this does not mean that learners cannot achieve both units. The bar is on claiming credits for both units, where the same knowledge occurs in a knowledge unit and its related competence unit.*

The following table contains the groups of mandatory and optional units.

### Group A Mandatory units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Barred with
1	SHC21	Introduction to communication in health, social care or children's and young people's settings	F/601/5465	3	2	23	
2	SHC22	Introduction to personal development in health, social care or children's and young people's settings	L/601/5470	3	2	23	
3	SHC23	Introduction to equality and inclusion in health, social care or children's and young people's settings	R/601/5471	2	2	20	
4	SHC24	Introduction to duty of care in health, social care or children's and young people's settings	H/601/5474	1	2	9	
5	HSC024	Principles of safeguarding and protection in health and social care	A/601/8574	3	2	26	
6	HSC025	The role of the health and social care worker	J/601/8576	2	2	14	
7	HSC026	Implement person centred approaches in health and social care	A/601/8140	5	2	33	
8	HSC027	Contribute to health and safety in health and social care	R/601/8922	4	2	33	
9	HSC028	Handle information in health and social care settings	J/601/8142	1	2	10	

### Group B Optional context or specialist knowledge units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Barred with
10	DEM201	Dementia awareness	J/601/2874	2	2	17	
15	LD201	Understand the context of supporting individuals with learning disabilities	K/601/5315	4	2	35	
18	ADV301	Purpose and principles of independent advocacy	M/502/3146	4	3	25	
19	CMH301	Understand mental well-being and mental health promotion	F/602/0097	3	3	14	
20	CMH302	Understand mental health problems	J/602/0103	3	3	14	

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Barred with
21	DEM202	The person centred approach to the care and support of individuals with dementia	H/601/2879	2	2	17	DEM 204
22	DEM205	Understand the factors that can influence communication and interaction with individuals who have dementia	T/601/9416	2	2	18	DEM 210, DEM 308, DEM 312
23	DEM207	Understand equality, diversity and inclusion in dementia care	A/601/2886	2	2	20	DEM 209, DEM 310, DEM 313
24	DEM305	Understand the administration of medication to individuals with dementia using a person centred approach	K/601/9199	2	3	15	
25	DEM308	Understand the role of communication and interactions with individuals who have dementia	L/601/3539	3	3	26	DEM 205, DEM 210, DEM 312
26	DEM310	Understand the diversity of individuals with dementia and the importance of inclusion	Y/601/3544	3	3	23	DEM 207, DEM 209, DEM 313
27	HSC3046	Introduction to personalisation in social care	K/601/9493	3	3	22	
28	ICO1	The principles of infection prevention and control	L/501/6737	3	2	30	
29	ICO2	Causes and spread of infection	H/501/7103	2	2	20	
30	ICO3	Cleaning, decontamination and waste management	R/501/6738	2	2	20	
31	LD205	Principles of positive risk taking for individuals with disabilities	K/601/6285	2	2	20	HSC 2031
32	LD206	Principles of supporting an individual to maintain personal hygiene	H/601/5703	1	2	10	LD 206C
33	LD208 K	Principles of supporting individuals with a learning disability to access healthcare	T/601/8654	3	2	23	LD 208C
34	LD210	Introductory awareness of autistic spectrum conditions	M/601/5316	2	2	17	
35	LD307	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	A/601/6274	3	3	21	
36	LD311 K	Principles of supporting young people with a disability to make the transition into adulthood	M/601/7227	3	3	30	LD311C
37	LD314 K	Principles of self-directed support	M/601/7048	3	3	26	LD314C

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Barred with
38	PDOP2.1	Understand physical disability	L/601/6117	2	2	19	
39	PDOP2.3	Understand the impact of acquired brain injury on individuals	J/601/5824	3	2	25	
40	SSMU2.1	Introductory awareness of sensory loss	F/601/3442	2	2	16	
41	SSOP2.1	Introductory awareness of models of disability	Y/601/3446	2	2	15	

### Group C Optional competence units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Barred with
11	DEM204	Understand and implement a person centred approach to the care and support of individuals with dementia	F/601/3683	3	2	21	DEM 202
12	DEM209	Equality, diversity, and inclusion in dementia care practice	Y/601/9277	3	2	24	DEM 207, DEM 310, DEM 313
13	DEM210	Understand and enable interaction and communication with individuals with dementia	A/601/9434	3	2	19	DEM 205, DEM 308, DEM 312
14	DEM211	Approaches to enable rights and choices for individuals with dementia whilst minimising risks	H/601/9282	3	2	25	DEM 304
16	LD202	Support person-centred thinking and planning	L/601/6442	5	2	34	
17	LD203	Provide active support	Y/601/7352	3	2	27	
42	ASM34	Administer medication to individuals, and monitor the effects	Y/501/0598	5	3	30	HSC 3047
43	DEM302	Understand and meet the nutritional requirements of individuals with dementia	T/601/9187	3	3	26	
44	DEM304	Enable rights and choices of individuals with dementia whilst minimising risks	A/601/9191	4	3	26	DEM 211
45	DEM312	Understand and enable interaction and communication with individuals who have dementia	Y/601/4693	4	3	30	DEM 205, DEM 210, DEM 308
46	DEM313	Equality, diversity and inclusion in dementia care practice	F/601/4686	4	3	31	DEM 207, DEM 209, DEM 310
47	HSC2001	Provide support for therapy sessions	D/601/9023	2	2	14	
48	HSC2002	Provide support for mobility	H/601/9024	2	2	14	

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Barred with
49	HSC2003	Provide support to manage pain and discomfort	K/601/9025	2	2	15	
50	HSC2004	Contribute to monitoring the health of individuals affected by health conditions	M/601/9026	2	2	18	
51	HSC2005	Support individuals to carry out their own health care procedures	D/601/8017	2	2	15	
52	HSC2006	Support participation in learning and development activities	Y/601/8632	3	2	23	
53	HSC2007	Support independence in the tasks of daily living	T/601/8637	5	2	33	
54	HSC2008	Provide support for journeys	A/601/8025	2	2	17	
55	HSC2010	Provide support for leisure activities	F/601/8026	3	2	20	
56	HSC2011	Support individuals to access and use information about services and facilities	A/601/7926	3	2	20	
57	HSC2012	Support individuals who are distressed	L/601/8143	3	2	21	
58	HSC2013	Support care plan activities	R/601/8015	2	2	13	
59	HSC2014	Support individuals to eat and drink	M/601/8054	2	2	15	
60	HSC2015	Support individuals to meet personal care needs	F/601/8060	2	2	16	
61	HSC2016	Support individuals to manage continence	J/601/8058	3	2	19	
62	HSC2017	Provide agreed support for foot care	R/601/8063	3	2	23	
63	HSC2019	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	R/601/7902	2	2	14	
64	HSC2022	Contribute to the care of a deceased person	R/601/8256	3	2	24	
65	HSC2023	Contribute to supporting group care activities	L/601/9471	3	2	23	
66	HSC2024	Undertake agreed pressure area care	T/601/8721	4	2	30	
67	HSC2025	Support individuals undergoing healthcare activities	L/601/8725	3	2	22	
68	HSC2026	Obtain and test capillary blood samples	T/601/8850	4	3	30	
69	HSC2027	Obtain and test specimens from individuals	J/601/8853	2	2	12	
70	HSC2028	Move and position individuals in accordance with their plan of care	J/601/8027	4	2	26	
71	HSC2029	Meet food safety requirements when providing food and drink for individuals	T/601/9450	2	2	15	



OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Barred with
72	HSC2030	Provide support for sleep	Y/601/9490	2	2	13	
73	HSC2031	Contribute to support of positive risk-taking for individuals	A/601/9546	3	2	27	LD 205
74	HSC3019	Support individuals in their relationships	R/601/8578	4	3	27	
75	HSC3020	Facilitate person centred assessment, planning, implementation and review	H/601/8049	6	3	45	
76	HSC3022	Support Individuals to live at home	Y/601/7903	4	3	25	
77	HSC3029	Support individuals with specific communication needs	T/601/8282	5	3	35	
78	HSC3035	Support Individuals who are bereaved	A/601/7909	4	3	30	
79	HSC3038	Work in partnership with families to support individuals	H/601/8147	4	3	27	
80	HSC3045	Promote positive behaviour	F/601/3764	6	3	44	
81	HSC3047	Support use of medication in social care settings	F/601/4056	5	3	40	ASM 34
82	HSC3048	Support individuals at the end of life	T/601/9495	7	3	53	
83	HSC3049	Prepare environments and resources for use during healthcare activities	R/601/8824	3	2	20	
84	HSC3050	Prepare for and carry out extended feeding techniques	A/601/8980	4	3	27	
85	L2EFAW	Emergency first aid skills	Y/600/1250	4	2	40	
86	LD206C	Support individuals to maintain personal hygiene	K/601/9963	2	2	17	LD 206
87	LD208C	Contribute to supporting individuals with a learning disability to access healthcare	J/602/0036	3	2	27	LD 208K
88	LD311C	Support young people with a disability to make the transition into adulthood	F/602/0049	5	3	40	LD 311K
89	LD312	Support parents with disabilities	K/601/7047	6	3	43	
90	LD314C	Support individuals with self-directed support	J/602/0053	5	3	35	LD 314K
91	PDOP2.2	Work with other professionals and agencies to support individuals with a physical disability	Y/601/6170	3	2	21	
92	PDOP2.4	Support families of individuals with acquired brain injury	T/601/5804	3	2	24	

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Barred with
93	SSOP2.2	Support effective communication with individuals with a sensory loss	K/601/3449	3	2	23	
94	SSOP2.3	Contribute to the support of individuals with multiple conditions and/or disabilities	A/601/4895	3	2	25	
95	SSOP2.4	Contribute to supporting individuals in the use of assistive technology	H/601/3451	3	2	19	
96	SSOP2.5	Support individuals to negotiate environments	F/601/5160	4	2	32	

## 6.2 Unit format

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The format of OCR's units is detailed below.

### A unit title

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This is a summary of the content of the unit.

### Level

---

This advises the QCF level on which the unit is accredited.

### Credit value

---

This advises how many credits the candidate will achieve for successful achievement of the unit.

### Guided learning hours (glh)

---

This specifies the amount of time that the average candidate would be expected to take to complete all requirements of the unit.

### Unit expiry date

---

This section specifies the end accreditation date of the unit.

### Unit purpose and aim

---

This section specifies the overall purpose and aim of the unit.

### Learning outcomes

---

These set out what the candidate is expected to know, understand or be able to do as a result of the learning process.

## Assessment criteria

---

These detail the requirements that the candidate will be assessed against in order to evidence the learning outcomes.

## Exemplification

---

This expands on the requirements of the assessment criteria. This section is not mandatory. Any lists provided are not exhaustive.

## Assessment

---

This section details how the assessment criteria will be assessed.

## Guidance on assessment and evidence requirements

---

This provides guidance on how the assessment could be carried out and how the evidence requirements could be met.

## National Occupational Standards (NOS) mapping/signposting

---

This section provides details of the relationship between the unit and national occupational standards.

## Functional skills signposting

---

This section provides signposting to functional skills.

## Additional information

---

This section contains further information such as sector support and unit classification.

## 6.3 Units

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Units can be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

# 7 Administration arrangements

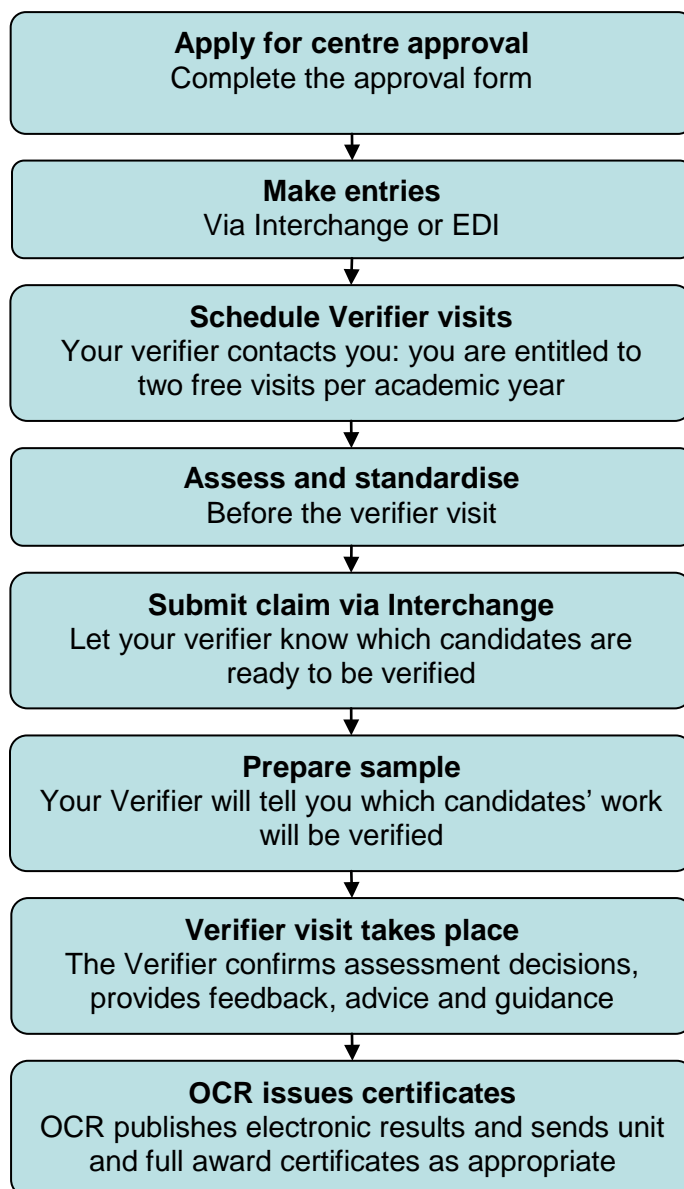
This section provides an overview of the administration arrangements operating for this qualification. Please refer to the *Admin guide: Vocational Qualifications (A850)* for further information.

## 7.1 Overview of full process

For detailed information on this qualification centres must refer to OCR's Admin guide: Vocational Qualifications (A850).

The following flow chart provides a brief summary of how this qualification is delivered.

### Administration flowchart for verification



# 8 Supporting Documentation

## 8.1 Recording assessment

We have provided forms and recording documents which assessors and candidates may wish to use for these qualifications. These can be downloaded from OCR's website.

Centres can design their own recording documents if they want to. You should talk about any document you want to use with your external verifier before you use them. OCR's publication *Administrative Guide to Verified Qualifications* (code L526) includes information and criteria for designing recording documents.

## 8.2 Recording the method of assessment

The master evidence record sheet includes a box in which you must record the method of assessment. The following list shows the individual codes you should use when filling in these record sheets:

Method of assessment used	Code to be inserted on evidence reference sheet
Observation of the learner by the assessor	O
Examination of the evidence by the assessor:	
Examination of a product	EP
Examination of the witness testimony	EWT
Examination of a case history	ECH
Examination of a personal statement	EPS
Examination of written answers to questions	EWQ
Questioning of the learner or witness by the assessor	
Questioning of the learner	QC
Questioning of the witness	QW
Professional Discussion	PD
Simulated Activities	S

## 8.3 Recording documents

---

The following recording documents can be downloaded from OCR's website:

- Evidence Record Sheet
- Witness List
- Record of Achievement
- Evidence Summary Sheet

### Evidence record sheet

---

**This form (or a suitable alternative) is mandatory** for learners' Cumulative Assessment Record (CAR). It is the vehicle for linking evidence to the "learning outcomes" and "assessment criteria". The evidence for the unit should be listed (as it is collected) down the left-hand side. The assessment method should be indicated and then the relevant "learning outcomes" and "assessment criteria" that the learner is claiming should be written in the appropriate column. The evidence record sheet, where possible, should be filled in by the learner with the help of an assessor if necessary.

### Witness List

---

This form is designed to capture all the necessary information about witnesses who have contributed to a learner's evidence of competence. The use of this form is **optional**.

### Record of achievement

---

This form is designed to record a learner's progress through the qualification. It will show, at a glance, which units the assessor considers the learner to have finished and met all the requirements for. The use of this form is **optional**.

### Evidence Summary Sheet

---

This form is designed to record a learner's evidence sources in index form and the location of this evidence if it is in situ and not included in a portfolio. The use of this form is **optional**.

# 9 Guidance for Candidates

## 9.1 What is the Level 2 Diploma in Health and Social Care (Adults) for England?

This qualification is to guide and assess the development of knowledge and skills relating to the health and social care workforce. The qualification will be the only qualification that confirms occupational competence for identified roles in the health and social care workforce in England.

This qualification specifically aims to:

- recognise the learner's understanding of the health and social care workforce
- evaluate the learner's application of knowledge in the workplace
- provide accreditation for the essential knowledge, understanding and competence needed by those working within the health and social care workforce

## 9.2 What do I have to do to achieve this qualification?

### OCR Level 2 Diploma in Health and Social Care (Adults) for England

(Qualification Accreditation Number 501/1244/2)

To achieve this qualification, candidates must achieve a total of **46 credits** made up as follows:

#### Group A

Candidates must achieve **24 credits from the 9 mandatory units** in Group A.

#### Group B

Candidates must achieve a **minimum of 2 credits and a maximum of 7 credits** from Group B.

If candidates are taking the Dementia pathway they need to achieve DEM 201 and then free choice from this group.

If candidates are taking the Learning Disability pathway they need to achieve LD 201 and then free choice from this group.

#### Group C

Candidates must achieve a **minimum of 15 credits** from this group.

If candidates are taking the Dementia pathway they need to achieve at least 2 credits/1 unit from DEM 204 or DEM 209 or DEM 210 or DEM 211 and then free choice from this group.

If candidates are taking the Learning Disability pathway they need to achieve at least 2 credits/1 unit from LD 202 or LD 203 and then free choice from this group.

**The combined credits from Groups B and C must total at least 22 credits.**

*\* NB Use of barred combinations for progression. Where a barred combination is shown between a unit in Group B and a related unit in Group C, this does not mean that learners cannot achieve both units. The bar is on claiming credits for both units, where the same knowledge occurs in a knowledge unit and its related competence unit.*

The following table contains the groups of mandatory and optional units.

### Group A Mandatory units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Barred with
1	SHC21	Introduction to communication in health, social care or children's and young people's settings	F/601/5465	3	2	23	
2	SHC22	Introduction to personal development in health, social care or children's and young people's settings	L/601/5470	3	2	23	
3	SHC23	Introduction to equality and inclusion in health, social care or children's and young people's settings	R/601/5471	2	2	20	
4	SHC24	Introduction to duty of care in health, social care or children's and young people's settings	H/601/5474	1	2	9	
5	HSC024	Principles of safeguarding and protection in health and social care	A/601/8574	3	2	26	
6	HSC025	The role of the health and social care worker	J/601/8576	2	2	14	
7	HSC026	Implement person centred approaches in health and social care	A/601/8140	5	2	33	
8	HSC027	Contribute to health and safety in health and social care	R/601/8922	4	2	33	
9	HSC028	Handle information in health and social care settings	J/601/8142	1	2	10	

### Group B Optional context or specialist knowledge units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Barred with
10	DEM201	Dementia awareness	J/601/2874	2	2	17	
15	LD201	Understand the context of supporting individuals with learning disabilities	K/601/5315	4	2	35	
18	ADV301	Purpose and principles of independent advocacy	M/502/3146	4	3	25	
19	CMH301	Understand mental well-being and mental health promotion	F/602/0097	3	3	14	
20	CMH302	Understand mental health problems	J/602/0103	3	3	14	
21	DEM202	The person centred approach to the care and support of individuals with dementia	H/601/2879	2	2	17	DEM 204



OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Barred with
22	DEM205	Understand the factors that can influence communication and interaction with individuals who have dementia	T/601/9416	2	2	18	DEM 210, DEM 308, DEM 312
23	DEM207	Understand equality, diversity and inclusion in dementia care	A/601/2886	2	2	20	DEM 209, DEM 310, DEM 313
24	DEM305	Understand the administration of medication to individuals with dementia using a person centred approach	K/601/9199	2	3	15	
25	DEM308	Understand the role of communication and interactions with individuals who have dementia	L/601/3539	3	3	26	DEM 205, DEM 210, DEM 312
26	DEM310	Understand the diversity of individuals with dementia and the importance of inclusion	Y/601/3544	3	3	23	DEM 207, DEM 209, DEM 313
27	HSC3046	Introduction to personalisation in social care	K/601/9493	3	3	22	
28	ICO1	The principles of infection prevention and control	L/501/6737	3	2	30	
29	ICO2	Causes and spread of infection	H/501/7103	2	2	20	
30	ICO3	Cleaning, decontamination and waste management	R/501/6738	2	2	20	
31	LD205	Principles of positive risk taking for individuals with disabilities	K/601/6285	2	2	20	HSC 2031
32	LD206	Principles of supporting an individual to maintain personal hygiene	H/601/5703	1	2	10	LD 206C
33	LD208 K	Principles of supporting individuals with a learning disability to access healthcare	T/601/8654	3	2	23	LD 208C
34	LD210	Introductory awareness of autistic spectrum conditions	M/601/5316	2	2	17	
35	LD307	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	A/601/6274	3	3	21	
36	LD311 K	Principles of supporting young people with a disability to make the transition into adulthood	M/601/7227	3	3	30	LD 311C
37	LD314 K	Principles of self-directed support	M/601/7048	3	3	26	LD 314C
38	PDOP2.1	Understand physical disability	L/601/6117	2	2	19	

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Barred with
39	PDOP2.3	Understand the impact of acquired brain injury on individuals	J/601/5824	3	2	25	
40	SSMU2.1	Introductory awareness of sensory loss	F/601/3442	2	2	16	
41	SSOP2.1	Introductory awareness of models of disability	Y/601/3446	2	2	15	

### Group C Optional competence units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Barred with
11	DEM204	Understand and implement a person centred approach to the care and support of individuals with dementia	F/601/3683	3	2	21	DEM 202
12	DEM209	Equality, diversity, and inclusion in dementia care practice	Y/601/9277	3	2	24	DEM 207, DEM 310, DEM 313
13	DEM210	Understand and enable interaction and communication with individuals with dementia	A/601/9434	3	2	19	DEM 205, DEM 308, DEM 312
14	DEM211	Approaches to enable rights and choices for individuals with dementia whilst minimising risks	H/601/9282	3	2	25	DEM 304
16	LD202	Support person-centred thinking and planning	L/601/6442	5	2	34	
17	LD203	Provide active support	Y/601/7352	3	2	27	
42	ASM34	Administer medication to individuals, and monitor the effects	Y/501/0598	5	3	30	HSC 3047
43	DEM302	Understand and meet the nutritional requirements of individuals with dementia	T/601/9187	3	3	26	
44	DEM304	Enable rights and choices of individuals with dementia whilst minimising risks	A/601/9191	4	3	26	DEM 211
45	DEM312	Understand and enable interaction and communication with individuals who have dementia	Y/601/4693	4	3	30	DEM 205, DEM 210, DEM 308
46	DEM313	Equality, diversity and inclusion in dementia care practice	F/601/4686	4	3	31	DEM207, DEM209, DEM 310
47	HSC2001	Provide support for therapy sessions	D/601/9023	2	2	14	
48	HSC2002	Provide support for mobility	H/601/9024	2	2	14	

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Barred with
49	HSC2003	Provide support to manage pain and discomfort	K/601/9025	2	2	15	
50	HSC2004	Contribute to monitoring the health of individuals affected by health conditions	M/601/9026	2	2	18	
51	HSC2005	Support individuals to carry out their own health care procedures	D/601/8017	2	2	15	
52	HSC2006	Support participation in learning and development activities	Y/601/8632	3	2	23	
53	HSC2007	Support independence in the tasks of daily living	T/601/8637	5	2	33	
54	HSC2008	Provide support for journeys	A/601/8025	2	2	17	
55	HSC2010	Provide support for leisure activities	F/601/8026	3	2	20	
56	HSC2011	Support individuals to access and use information about services and facilities	A/601/7926	3	2	20	
57	HSC2012	Support individuals who are distressed	L/601/8143	3	2	21	
58	HSC2013	Support care plan activities	R/601/8015	2	2	13	
59	HSC2014	Support individuals to eat and drink	M/601/8054	2	2	15	
60	HSC2015	Support individuals to meet personal care needs	F/601/8060	2	2	16	
61	HSC2016	Support individuals to manage continence	J/601/8058	3	2	19	
62	HSC2017	Provide agreed support for foot care	R/601/8063	3	2	23	
63	HSC2019	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	R/601/7902	2	2	14	
64	HSC2022	Contribute to the care of a deceased person	R/601/8256	3	2	24	
65	HSC2023	Contribute to supporting group care activities	L/601/9471	3	2	23	
66	HSC2024	Undertake agreed pressure area care	T/601/8721	4	2	30	
67	HSC2025	Support individuals undergoing healthcare activities	L/601/8725	3	2	22	
68	HSC2026	Obtain and test capillary blood samples	T/601/8850	4	3	30	
69	HSC2027	Obtain and test specimens from individuals	J/601/8853	2	2	12	
70	HSC2028	Move and position individuals in accordance with their plan of care	J/601/8027	4	2	26	

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Barred with
71	HSC2029	Meet food safety requirements when providing food and drink for individuals	T/601/9450	2	2	15	
72	HSC2030	Provide support for sleep	Y/601/9490	2	2	13	
73	HSC2031	Contribute to support of positive risk-taking for individuals	A/601/9546	3	2	27	LD 205
74	HSC3019	Support individuals in their relationships	R/601/8578	4	3	27	
75	HSC3020	Facilitate person centred assessment, planning, implementation and review	H/601/8049	6	3	45	
76	HSC3022	Support Individuals to live at home	Y/601/7903	4	3	25	
77	HSC3029	Support individuals with specific communication needs	T/601/8282	5	3	35	
78	HSC3035	Support Individuals who are bereaved	A/601/7909	4	3	30	
79	HSC3038	Work in partnership with families to support individuals	H/601/8147	4	3	27	
80	HSC3045	Promote positive behaviour	F/601/3764	6	3	44	
81	HSC3047	Support use of medication in social care settings	F/601/4056	5	3	40	ASM 34
82	HSC3048	Support individuals at the end of life	T/601/9495	7	3	53	
83	HSC3049	Prepare environments and resources for use during healthcare activities	R/601/8824	3	2	20	
84	HSC3050	Prepare for and carry out extended feeding techniques	A/601/8980	4	3	27	
85	<del>L2EFAW</del>	<b>Emergency first aid skills</b>	<del>Y/600/1250</del>	4	2	10	
86	LD206C	Support individuals to maintain personal hygiene	K/601/9963	2	2	17	LD 206
87	LD208C	Contribute to supporting individuals with a learning disability to access healthcare	J/602/0036	3	2	27	LD 208K
88	LD311C	Support young people with a disability to make the transition into adulthood	F/602/0049	5	3	40	LD 311K
89	LD312	Support parents with disabilities	K/601/7047	6	3	43	
90	LD314C	Support individuals with self-directed support	J/602/0053	5	3	35	LD 314K
91	PDOP2.2	Work with other professionals and agencies to support individuals with a physical disability	Y/601/6170	3	2	21	

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Barred with
92	PDOP2.4	Support families of individuals with acquired brain injury	T/601/5804	3	2	24	
93	SSOP2.2	Support effective communication with individuals with a sensory loss	K/601/3449	3	2	23	
94	SSOP2.3	Contribute to the support of individuals with multiple conditions and/or disabilities	A/601/4895	3	2	25	
95	SSOP2.4	Contribute to supporting individuals in the use of assistive technology	H/601/3451	3	2	19	
96	SSOP2.5	Support individuals to negotiate environments	F/601/5160	4	2	32	

### 9.3 What if I cannot gain enough credits for a full qualification?

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This qualification is very flexible and allows you to achieve recognition for what you have already achieved even if you do not finish the full qualification. OCR has systems in place which allow you to be awarded a certificate listing the unit (or units) you have achieved even if you are unable to complete the full qualification.

### 9.4 How do I know that this qualification is right for me?

---

This qualification is designed for candidates wishing to gain an appropriate qualification for the purposes of working in the health and social care sector.

This qualification may also form a progression route to higher level courses such as Higher National Diploma (HND) or other appropriate higher education qualifications.

### 9.5 How are the units assessed?

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These are competence based qualifications. This means that it is linked to a candidate's ability to competently perform a range of tasks connected with their work. To gain the qualification you must demonstrate the level of competence described in the units.

All of the units will be assessed by the assessor within your centre. Your assessor will satisfy themselves that you have the appropriate evidence available to meet all of the learning outcomes and assessment criteria, before they decide that you have finished a unit.

## 9.6 Do I need to pass all of the units?

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The units that need to be passed in order to achieve a full Diploma in Health and Social Care (Adults) for England is detailed in section 9.2. However, each unit represents a worthwhile achievement in its own right, and certification is also available at unit level.

## 9.7 How do I keep track of my achievements?

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We have designed a **Record of Achievement** form for you to use to keep track of your achievements. This form is optional (you do not have to use it if you do not want to).

## 9.8 Can my work for this qualification prepare me for my Functional Skills?

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The work that you do for this qualification may help to prepare you for the functional skills assessment.

**OCR wishes you every success in your achievement of this qualification.**

# 10 Mapping and Signposting

## 10.1 National Occupational Standards (NOS) Mapping

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This qualification is directly relevant to the needs of employers and relates to National Occupational Standards (NOS).

Each unit contains details of the signposting to the NOS.

## 10.2 Functional skills signposting

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Training provided for the Level 2 Diploma in Health and Social Care (Adults) for England may help to prepare candidates for the functional skills assessment (eg report writing may be good preparation for English). It is likely however that further training would be needed to fully prepare candidates for functional skills assessment.

Each unit contains details of the signposting to functional skills.

# 11 Further Support and Information

## 11.1 Customer feedback and enquiries

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If you have any comments or enquiries about the qualifications in this handbook you can contact one of our customer contact advisers. You can:

**write to:** Customer Contact Centre  
OCR  
Progress House  
Westwood Way  
Coventry  
CV4 8JQ

**email:** [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

**telephone:** 024 76 851509

**fax:** 024 76 421944

You could also visit our website at [www.ocr.org.uk](http://www.ocr.org.uk) for further information about our qualifications.

## 11.2 Complaints

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All complaints will be handled sensitively and speedily and used to inform how we can improve our service to customers.

If you are not satisfied with a product or service we have provided please follow the process set out in our [complaints policy](#).

You can:

**write to:** Director of Assessment Standards  
OCR  
1 Hills Road  
Cambridge  
CB1 2EU

**email:** [complaints@ocr.org.uk](mailto:complaints@ocr.org.uk)

Contact our Customer Contact Centre on:

**telephone:** 024 76 851509

**fax:** 024 76 421944

## 11.3 Results enquiries

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For information about result enquiries please refer to the OCR website at [www.ocr.org.uk](http://www.ocr.org.uk).



## 11.4 Professional Development Programme

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We are constantly looking for ways to improve the support we offer to tutors and to make our professional development programme more accessible and convenient to all.

To find out more about our Professional Development Programme, please visit our website at <http://www.ocr.org.uk/i-want-to/professional-development/>.

## 11.5 Documents related to this qualification

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OCR's *Admin guide: Vocational Qualifications* (A850)

JCQ publications:

- *Access Arrangements, Reasonable Adjustments and Special Consideration;*
- *Instructions for Conducting Examinations;*
- *Suspected Malpractice in Examinations and Assessments*

# 12 Glossary

<b>Analyse</b>	to examine in detail in order to discover meaning, essential features, etc
<b>Apply</b>	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
<b>Assess</b>	to judge the worth, importance, etc, of; evaluate
<b>Calculate</b>	to solve (one or more problems) by a mathematical procedure; compute
<b>Carry out</b>	to perform or cause to be implemented
<b>Chart</b>	to plot or outline the course of to make a detailed plan of to make a chart of
<b>Classify</b>	to arrange or order by classes; categorise
<b>Collect</b>	to gather together or be gathered together
<b>Communicate</b>	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc
<b>Compare</b>	to regard or represent as analogous or similar; liken
<b>Compile</b>	to make or compose from other materials or sources
<b>Complete</b>	to make whole or perfect to end; finish
<b>Conduct</b>	to do or carry out
<b>Contrast</b>	to distinguish by comparison of unlike or opposite qualities
<b>Contribute</b>	to give (support, money, etc) for a common purpose or fund to supply (ideas, opinions, etc) as part of a debate or discussion
<b>Cook</b>	to prepare (food) by the action of heat, as by boiling, baking, etc, or (of food) to become ready for eating through such a process
<b>Define</b>	to state precisely the meaning of (words, terms, etc)
<b>Deliver</b>	to carry (goods, etc) to a destination, esp. to carry and distribute (goods, mail, etc) to several places to hand over, transfer, or surrender to produce or perform something promised or expected
<b>Demonstrate</b>	to show, manifest, or prove, esp. by reasoning, evidence, etc
<b>Describe</b>	to give an account or representation of in words
<b>Design</b>	to work out the structure or form of (something)
<b>Detail</b>	to list or relate fully to include all or most particulars
<b>Develop</b>	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
<b>Devise</b>	to work out, contrive, or plan (something) in one's mind
<b>Discuss</b>	to have a conversation about; consider by talking over; debate to treat (a subject) in speech or writing
<b>Estimate</b>	to form an approximate idea of (distance, size, cost, etc); calculate roughly; gauge

<b>Evaluate</b>	to ascertain or set the amount or value of to judge or assess the worth of; appraise
<b>Examine</b>	to look at, inspect, or scrutinise carefully, or in detail; investigate
<b>Explain</b>	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc
<b>Explore</b>	to examine or investigate, esp. systematically
<b>Generate</b>	to produce or bring into being; create
<b>Give</b>	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others to impart or communicate
<b>Identify</b>	to prove or recognise as being a certain person or thing; determine the identity of
<b>Illustrate</b>	to clarify or explain by use of examples, analogy, etc
<b>Implement</b>	to carry out; put into action; perform
<b>Interact</b>	to act on or in close relation with each other
<b>Interpret</b>	to clarify or explain the meaning of; elucidate
<b>Investigate</b>	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
<b>Justify</b>	to prove or see to be just or valid; vindicate to show to be reasonable; warrant or substantiate
<b>Keep</b>	to have or retain possession of
<b>Lead</b>	to show the way to (an individual or a group) by going with or ahead to guide or be guided by holding, pulling, etc to phrase a question to (a witness) that tends to suggest the desired answer
<b>Measure</b>	to determine the size, amount, etc, of by measurement
<b>Monitor</b>	to observe or record (the activity or performance) of (an engine or other device)
<b>Organise</b>	to form (parts or elements of something) into a structured whole; co ordinate
<b>Outline</b>	to give the main features or general idea of
<b>Participate</b>	to take part, be or become actively involved, or share (in)
<b>Perform</b>	to carry out or do (an action)
<b>Plan</b>	to have in mind as a purpose to make a plan of (a building)
<b>Prepare</b>	to make ready or suitable in advance for a particular purpose or for some use, event etc to put together using parts or ingredients; compose or construct to equip or outfit
<b>Present</b>	to show, exhibit to put forward; submit to bring or suggest to the mind
<b>Produce</b>	to bring (something) into existence; yield to bring forth (a product) by physical or mental effort; make
<b>Profile</b>	to draw, write or make a profile of
<b>Promote</b>	to further or encourage the progress or existence of to raise to a higher rank, status degree etc to urge the adoption of; work for to encourage the sale of (a product) by advertising or securing financial support

<b>Propose</b>	to put forward (a plan, motion, etc) for consideration or action
<b>Provide</b>	to put at the disposal of; furnish or supply
<b>Recognise</b>	to perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known; know again
<b>Recommend</b>	to advise as the best course or choice; counsel
<b>Research</b>	to carry out investigations into (a subject, problem etc)
<b>Review</b>	to look at or examine again to look back upon
<b>Select</b>	to choose (someone or something) in preference to another or others
<b>Serve</b>	to render or be of service to (a person, cause, etc); help to distribute or provide
<b>Show</b>	to make, be, or become visible or noticeable to indicate or explain; prove
<b>Suggest</b>	to put forward (a plan, idea, etc) for consideration
<b>Summarise</b>	to make or be a summary of; express concisely
<b>Understand</b>	to know and comprehend the nature or meaning of
<b>Undertake</b>	to contract to or commit oneself to (something) or to do (something)
<b>Use</b>	to put into service or action; employ for a given purpose