

Level 2 and 3 Certificates in Health and Social Care

Level 2 and 3 Certificates in Preparing to Work in Adult Social Care

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

Level 2 and 3 Awards in Awareness of Dementia

September 2011 - August 2012

England

REPORT FOR PUBLICATION

1. The qualifications

Level 2 Certificate in Health and Social Care (scheme 06355)

- To achieve this qualification, candidates must achieve a total of 4 mandatory units.
- The qualification is aimed at supporting learners to develop and gain underpinning knowledge and understanding about the health and social care sector and their role within it.

Level 3 Certificate in Health and Social Care (scheme 06356)

- To achieve this qualification, candidates must achieve a total of 3 mandatory units and 1 pathway unit (either adults or children and young people).
- The qualification is aimed at supporting learners to develop and gain underpinning knowledge and understanding about the health and social care sector and their role within it.

Level 2 Certificate in Preparing to Work in Adult Social Care (scheme 04700)

- This qualification has a minimum credit value of 20 credits.
- Learners must complete all 9 mandatory units.

- The certificate includes knowledge-based units that focus on the core areas related to working in adult social care settings: communication, personal development, diversity, equality and inclusion, safeguarding and protection, duty of care, role of the social care worker, person-centred approaches, health and safety and handling information
- The certificate forms part of the apprenticeship framework and can be used to progress onto the Level 2 Diploma in Health and Social Care (Adults) England.

Level 3 Certificate in Preparing to Work in Adult Social Care (scheme 04701)

- This qualification has a minimum credit value of 21 credits.
- Learners must complete all 9 mandatory units.
- The certificate includes knowledge-based units that focus on the core areas related to working in adult social care settings: communication, personal development, diversity, equality and inclusion, safeguarding and protection, duty of care, role of the social care worker, person-centred approaches, health and safety and handling information.
- The certificate forms part of the apprenticeship framework and can be used to progress onto the Level 2 Diploma in Health and Social Care (Adults) England.

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

- This qualification has a minimum credit value of 3 credits.
- Learners must complete 1 unit.
- It aims to assess learners' knowledge of the health, social care and children and young people's sector and their role within it.
- It covers areas such as statutory responsibilities and rights of employees and employers, awareness of own occupational role and agreed ways of working with employers.
- This qualification has been included in the apprenticeship frameworks for the sector.

Level 2 Award in Awareness of Dementia (scheme 05919)

- This qualification has a minimum credit value of 8 credits.
- Learners must complete all 4 mandatory units.
- The award includes knowledge-based units.
- The award links to the units and dementia pathway included in the health and social care diplomas and can be used as a basis to progress onto the Level 2 Diploma in Health & Social Care (Adults).

Level 3 Award in Awareness of Dementia (scheme 05921)

- This qualification has a minimum credit value of 11 credits.
- Learners must complete all 4 mandatory units.
- The award includes knowledge-based units.
- The award links to the units and dementia pathway included in the health and social care diplomas and can be used as a basis to progress onto the Level 3 Diploma in Health & Social Care (Adults).

<p>Assessment:</p>	<p>Findings:</p> <p>Centres are providing some good opportunities for learners to evidence their detailed knowledge and understanding across the units of these qualifications. Centres continue to use a wide range of methods for generating evidence for these qualifications: written and oral questioning, workbooks, witness statements, case studies, assignments, the development of leaflets, information briefs and hand outs as well as use of OCR and centre-designed model assignments.</p> <p>Where units have not passed and have been removed this has mainly been for the following reasons:</p> <ul style="list-style-type: none"> • When learners' evidence does not clearly demonstrate that the assessment criteria/knowledge and understanding requirements have been met in full. • Incomplete evidence. • When learners' evidence does not meet the demands of the lead command words within the assessment criteria; i.e. in the main these have been in relation to the following command words in particular explain, describe, and evaluate. • When learners' evidence does not include sufficient depth to reflect the level of the unit being undertaken. • When the responses given by learners are incorrect; i.e. in relation to the correct procedures to follow for safeguarding, health and safety emergencies. • When centres develop their own workbooks of written questions or centre assignments for learners and the scope of the questions/tasks asked is insufficient for the learner to generate the evidence required to meet the assessment criteria/knowledge and understanding requirements. • Where centres set out question sheets for learners to complete but restrict the amount the learner can write by allowing little space in between questions. • Where learners have worked together in groups to complete centre based tasks and have not generated individual evidence and so it is difficult to ascertain the individual contributions of learners. <p>Common areas within units that present difficulties for centres:</p> <p>Level 2 Certificate in Health and Social Care (scheme 06355):</p> <ul style="list-style-type: none"> • Evidencing of legal and organisational requirements for Units 1-4. <i>Specific and relevant pieces of legislation and codes of practice</i> must be identified.
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Level 3 Certificate in Health and Social Care (scheme 06356):

- Evidencing of legal and organisational requirements for Units 1-4/5. Specific and relevant pieces of legislation and codes of practice must be identified.
- Evidencing of relevant theories related to children and young people. Specific and relevant theories around human growth and development, identity and self-esteem, loss and change, power and how it can be used and abused, stress and distress, additional needs, stable family, adult and peer relationships, disruption, including placement disruption.
- Unit 4 – Evidencing of frameworks and guidance related to children and young people. Specific and relevant frameworks and guidance on assessment, education and health must be provided.

Level 2 Certificate in Preparing to Work in Adult Social Care (scheme 04700):

- Unit 1 – Evidencing of AC1.2 – an explanation of ‘how’ effective communication affects all aspects of working in adult social care settings – details of all aspects must be provided to fully meet this assessment criteria. Evidencing of AC2.2 – a description of a range of communication methods – details of different communication methods including verbal and non-verbal communication methods must be provided to fully meet this assessment criteria. Evidencing of AC4.4 – an explanation of how and when to seek advice about confidentiality – details of how and when must be provided and a rationale included.
- Unit 2 – LO2 – Evidencing of how learning activities can develop knowledge, skills and understanding – details of how must be provided and related to improvements and developments to own knowledge, skills and understanding.
- Unit 3 – Evidencing of AC2.1 – a list of key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings – a list of both key legislation and codes of practice must be provided to fully meet this assessment criteria.
- Unit 4 – Evidencing of AC1.2 – identifying the signs and/or symptoms associated with all the types of abuse defined in AC1.1 – all the types of abuse must be evidenced to fully meet this assessment criteria. LO2 – Evidencing of how to respond to suspected and alleged abuse – an explanation of the actions to take for both suspected and alleged abuse must be provided to fully meet this learning outcome. Evidencing of AC4.1 – an explanation of how the likelihood of abuse may be reduced by working with person-centred values, encouraging active participation and promoting choice and rights – details of how the likelihood of abuse may be

	<ul style="list-style-type: none"> • Unit 5 – Evidencing of AC2.1 – a <i>description of dilemmas</i> that may arise between the duty of care and an individual’s rights – details of different <i>dilemmas</i> must be provided to fully meet this assessment criteria. • Unit 6 – Evidencing of AC1.2 – a description of different working relationships in social care settings – details of different working relationships must be provided to fully meet this assessment criteria. • Unit 7 – Evidencing of AC1.1 – a definition of person-centred values - this must include the meaning of different person-centred values to fully meet this assessment criteria. Evidencing of AC5.2 – an explanation of why risk-taking can be part of an individual’s choices – details of reasons must be provided to fully meet this assessment criteria. Evidencing of AC5.3 – an explanation of how agreed risk assessment processes are used to support the right to make choices – details of how must be provided to fully meet this assessment criteria. Evidencing of AC6.1 – an explanation of how individual identity and self-esteem are linked with well-being – details of how both concepts are linked with well-being must be provided to fully meet this assessment criteria. • Unit 8 – Evidencing of AC3.1 – a description of different types of accidents and sudden illnesses that may occur in a social care setting – details of both accidents and sudden illnesses must be provided to fully meet this assessment criteria. Evidencing of AC7.2 – a description of safe practices for storing, using and disposing of hazardous substances – details of how to store, use and dispose of hazardous substances must be provided to fully meet this assessment criteria. • Unit 9 – Evidencing of AC2.1 – a description of how to access guidance, information and advice about handling information – details of how must be provided to fully meet this assessment criteria. <p>Level 3 Certificate in Preparing to Work in Adult Social Care (scheme 04701):</p> <ul style="list-style-type: none"> • Unit 1 – Evidencing of AC1.2 – an explanation of how effective communication affects relationships in adult social care settings – details of how must be provided to fully meet this assessment criteria. Evidencing of AC2.1 – comparing ways to establish the communication and language needs, wishes and preferences of an individual – details of both similarities and differences must be provided to fully meet this assessment criteria. Evidencing of AC2.3 – a description of a range of communication methods and styles to meet individual needs – details of different communication <i>methods</i> including verbal and non-verbal communication methods as well as styles must be provided to fully meet this
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	<ul style="list-style-type: none"> • Unit 2 – LO2 – Evidencing of the importance of feedback in improving own practice – details of how must be provided and related to improvements in own practice. • Unit 3 – Evidencing of AC2.1 – a description of key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings – details of both key legislation and codes of practice must be provided to fully meet this assessment criteria. • Unit 4 – Evidencing of AC1.2 – identifying the signs and/or symptoms associated with all the types of abuse defined in AC1.1 – all the types of abuse must be evidenced to fully meet this assessment criteria. LO2 – Evidencing of how to respond to suspected and alleged abuse – an explanation of the actions to take for both suspected and alleged abuse must be provided to fully meet this learning outcome. Evidencing of AC4.1 – an explanation of how the likelihood of abuse may be reduced by working with person-centred values, encouraging active participation and promoting choice and rights – details of how the likelihood of abuse may be reduced must be provided to fully meet this assessment criteria. • Unit 5 – Evidencing of AC2.1 – a description of potential conflicts or dilemmas that may arise between the duty of care and an individual’s rights – details of different conflicts or dilemmas must be provided to fully meet this assessment criteria. • Unit 6 – Evidencing of AC1.2 – a description of different working relationships in social care settings – details of different working relationships must be provided to fully meet this assessment criteria. • Unit 7 – Evidencing of AC1.1 – a description of person-centred approaches - this must include the meaning of different person-centred approaches to fully meet this assessment criteria. Evidencing of AC6.1 – an explanation of the links between identity, self-image and self-esteem – details of how all three concepts are linked must be provided to fully meet this assessment criteria. • Unit 8 – Evidencing of AC3.1 – a description of different types of accidents and sudden illnesses that may occur in a social care setting – details of both accidents and sudden illnesses must be provided to fully meet this assessment criteria. Evidencing of AC7.1 – a description of types of hazardous substances that may be found in the social care setting – details of different types must be provided to fully meet this assessment criteria. Evidencing of AC7.2 – a description of safe practices for storing, using and disposing of hazardous substances – details of <i>how to store, use and dispose of hazardous</i>
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	<ul style="list-style-type: none"> Unit 9 – Evidencing of AC1.2 – a <i>description of how</i> legal requirements and codes of practice <i>inform</i> practice in handling information – details of how must be provided to fully meet this assessment criteria. <p>Level 2 Award in Employment Responsibilities & Rights in Health, Social Care and Children and Young People’s Settings (scheme 04711)</p> <ul style="list-style-type: none"> Unit 1 – Evidencing of AC1.4 – identifying sources and types of information and advice available in relation to employment responsibilities and rights – a list of both sources and types of information and advice must be provided to fully meet this assessment criteria. Evidencing of AC2.2 – a description of the terms and conditions of own employment contract – details must be provided of the different aspects of own employment contract. Evidencing of AC4.1 an exploration of different types of occupational opportunities – details of different types of occupational opportunities explored must be provided. Evidencing of AC5.2 – an outline of different viewpoints around an issue of public concern relevant to the sector – brief details of different viewpoints must be provided to fully meet this assessment criteria. <p>Level 2 Award in Awareness of Dementia (scheme 05919)</p> <ul style="list-style-type: none"> The evidence <i>requirements</i> identified within each unit of the award must be met in full. <p>Level 3 Award in Awareness of Dementia (scheme 05921)</p> <ul style="list-style-type: none"> The <i>evidence requirements</i> identified within each unit of the award must be met in full.
<p>Internal Moderation:</p>	<p>Centres are required to appoint internal moderators who internally moderate learners’ work <i>before</i> it is submitted to the examiner-moderator and complete internal standardisation activities so as to ensure that assessment is being carried out consistently and to the required standard.</p> <p>Centres are not required to submit evidence of standardisation undertaken to the examiner-moderator but are required to keep evidence of standardisation and records of any decisions or issues that have arisen for a minimum of one year; these records must be made available to OCR when requested.</p>

	<p>It is also important that centres follow the correct administration procedures when submitting work to examiner-moderators; i.e. that submission cover sheets are included and completed in full for every learner claimed, that all work for all units claimed for is sent to the examiner-moderator.</p>
<p>OCR Support and Resources:</p>	<p>OCR Model Assignments: OCR Model Assignments are available to download for all the units in the Preparing to Work and ERR Qualifications.</p> <p>These have been designed to meet the full assessment requirements of the unit.</p> <p>The model assignment scenario can be amended but must be set in a health, social care, children or young people context and must still cover all the assessment criteria.</p> <p>Learners should be provided with sufficient time to complete all of the tasks; evidence can be produced in several sessions.</p> <p>Learners must produce individual and authentic evidence for each task within the assignment.</p> <p>Exemplification Column: OCR have provided further guidance in units around how to meet the requirements of the assessment criteria.</p> <p>Additional Guidance: OCR have also included guidance in units on how assessment could be carried out and how the assessment criteria could be met.</p> <p>Centre Handbooks: These are in place for all these qualifications and are available to download from OCR's website and include information about the qualifications, assessment, internal standardisation, the external moderation process.</p> <p>Recording Documents: These are available to download from OCR's website and include an Evidence Checklist, Internal Standardisation Report Form, Submission Cover Sheet and a Witness Statement Form.</p> <p>OCR Professional Development Days: These are available for all these qualifications and can be booked through OCR's website.</p>

2. Sector Developments

Dementia Awareness: "A Day to Remember" campaign was launched earlier this year by the Department of Health with support from the Alzheimer's Society. Launched on World Alzheimer's Day the three month campaign aims to raise awareness of the condition, what initial signs and symptoms look like and how to seek help. It hopes to increase early

diagnosis rates for dementia across England by tackling the public's fears of talking about the condition. It aims to encourage people to have that first 'difficult conversation' with a friend or family member when they spot the signs and symptoms of dementia, and encourage them to visit their GP.

Chief Executive at Alzheimer's Society, Jeremy Hughes said:

"Talking to a loved one about dementia will probably be one of the most difficult conversations you ever have, but it will be worth it. Early diagnosis is crucial in helping people with dementia to access the support and help they need to live well with the condition."

Alzheimer's Society Ambassador, Fiona Phillips, whose parents both had dementia, is supporting the campaign. She said:

"If you think a loved one is showing the signs of dementia, it's so important to take that first step and talk to them about it. There are things you can do to help; treatments can work well for people, but early diagnosis also means you can plan and get help, instead of doing everything in a rush."

Ann Johnson, who is living with dementia and is an Ambassador for Alzheimer's Society said:

"I have found that the general public are more aware about dementia since the Department of Health launched its campaign to raise awareness of the condition. Hopefully there is less stigma surrounding the condition as well. The more people who understand the concept of what living with dementia is like, the better it will be for people like me. I want people to love me for who I am and be with me as I go through the journey of living with dementia."

Key Dementia Research Findings: Research carried out on 868 adults by Mori for the Department of Health, September 2012 found:

- 90% of people interviewed believe that dementia symptoms are easier to treat the earlier they are diagnosed. However, 42% believe there is currently no treatment available to help people with dementia.
- 63% of people interviewed would not be confident telling the difference between the signs of dementia and the normal signs of ageing.
- 60% of those interviewed say they do not know enough about dementia to help someone who has it.
- 97% of those interviewed believe dementia can happen to anyone.
- 87% people interviewed believe that with the right treatment, the progress of dementia can be slowed.
- 50% of people interviewed would find it hard to talk about dementia to a friend or family member they thought might have the condition.
- 33% say that personal concerns (such as fear of upsetting someone or feeling awkward or anxious) would discourage them from talking about dementia or memory loss with a friend or relative.
- 86% say they would be likely to talk to a close friend or family member affected by memory loss which was disrupting their daily life.
- 46% of those interviewed say they would rather not think about dementia.

Apprenticeships : Apprenticeship numbers in social care continue to increase. The total number of starts on the joint health and social care framework is 52,541. The majority of these 50,472 are in social care.

Skills for Care welcomes the Government's proposal of a minimum timeframe for completing an Apprenticeship. This will prevent poor quality and inappropriate acceleration of the programme; ensuring apprentices are supported through the framework effectively.

"I've met employers who have had great success with Apprenticeships and who talk about the confidence and skills their apprentices have gained. Because of the broad range of qualifications included in the framework, Apprenticeships provide a solid foundation for career progression," says Skills for Care CEO Sharon Allen. "I am confident that Apprenticeships are an important option in the mix of qualifications available to increase the skills of the social care workforce."