



**NVQ Care Levels 2 & 3, Health and Social Care Levels 2, 3 & 4 and
Registered Managers (Adults) NVQ Level 4.**

2006/2007

**England, Ireland and Wales
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Chief Verifier Report

REPORT FOR PUBLICATION

1. The qualifications and standards

- **Structure and content**

Centres have effectively implemented and become proficient with the suite of Health and Social Care NVQs in the OCR portfolio. Level 2 Health and Social Care in particular continues to be utilised to complement existing provision and to fill gaps in courses centres can offer, with the suite providing additionality. Centres are keen to build on this and to increase their intake of candidates.

Registrations for Level 2 continue to rise, mainly due to sector requirements.

In relation to the Health and Social Care NVQs, most optional units are used, with the exception of in Level 2 unit 29, Level 3 units 35 and 45. All of the remaining optional units have either been used or are in the process of being used.

In relation to the new Health and Social Care NVQs, the take up of the Children and Young People pathways at levels 3 and 4 remain low. Two hundred and fifty seven registrations for Level 3 and eleven registrations for Level 4.

Centres are continually being asked to feedback on the structure, relevance and content of the suite of NVQs to further inform development of the levels.

Assessment Team:	Findings: Assessment is carried out by qualified, or trainee, occupationally competent assessors. Trainee assessors have their work countersigned and generally have target dates for the completion of their A award. Generally, the allocation of assessor to candidate has been sufficient, but there have been some instances where this has been flagged up for monitoring and review at a later date. Assessor continuing professional development and ongoing standardisation has also been recommended as a development area for some centres. The approach to this varies from regular, planned meetings, shadowing in the workplace, attendance at conferences or workshops to networking with other centres and training providers.
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<p>Resources:</p>	<p>Findings: It has been identified that, in the main, sufficient resources have been provided. This relates to both time resource and access to books, journals, computers and the internet. Indeed the adoption of the electronic portfolio approach is on the increase and several centres have invested time and money into setting this up. Several centres have specifically allocated assessor/IV hours, a training co-ordinator or manager or time set aside for NVQ candidates to be assessed or complete work. Often centres have appreciated a comment on their report that this would be monitored and changes recommended as necessary.</p>
<p>Candidate Support:</p>	<p>Findings: As mentioned in resources, this is provided on a sufficient level for most candidates. In the main, candidates are well supported and their progress monitored and documented. Candidates interviewed were positive about their learning and progression, and felt that the centres were delivering what they needed.</p>
<p>Assessment and Verification:</p>	<p>Findings: The number of centres receiving action points relating to their assessment, internal verification policy, strategy and plan is decreasing. Most policies and procedures were in place but needed reviewing in order to bring them up to current requirements, or to address plans for specific issues such as the monitoring of assessors, and development for internal verifiers. Resources to enable internal verifiers to carry out their roles are, in the majority of centres, available but again, as with assessors, have been flagged up with some centres for future review and evaluation. In some instances there needs to be a specific and planned time made available for internal verification. Planning will support the implementation of this. The number of centres receiving action points relating to their internal verification policy, strategy and plan is decreasing. Most policies and procedures were in place but needed reviewing in order to bring them up to current requirements, or to address plans for specific issues such as the monitoring of assessors, and development for internal verifiers. Currently there are 214 internal verifiers active, and a further 26 trainees. Resources to enable internal verifiers to carry out their roles are, in the majority of centres, available but again, as with assessors, have been flagged up with some centres for future review and evaluation. In some</p>

	instances there needs to be a specific and planned time made available for internal verification. Planning will support the implementation of this.
Management Systems and Records:	<p>Findings: Actions resulting from visits include:</p> <ul style="list-style-type: none"> • The carrying out of an analysis of candidate achievement against gender, age, ethnicity and special assessment needs, at least on an annual basis. This is vital to inform centre provision but the absence of analysis does not mean that achievement is restricted. • The centre to include reference to the IV interviewing a sample of candidates • The introduction of a procedure to collect candidate feedback • Reducing the amount of evidence produced. This particularly relates to the inclusion of policies and training hand outs in portfolios which do not directly contribute to the evidence requirements. <p>Recommendations resulting from visits included:</p> <ul style="list-style-type: none"> • the reviewing of centre documentation • the rewriting of the internal verification policy to ensure that all requirements are met • To strengthen procedures for planning and recording IV sampling. Some centres had no plan of activity at all. <p>Records are generally stored at the centre. Some centres ask that candidates leave their portfolios at the centre at all times, this is generally advised against as the evidence actually belongs to the candidate. Records are stored securely by centres and made available to EVs upon request Many EV reports carry recommendations for good practice. For example to ensure that portfolios follow a centre agreed procedure and lay out, for ease of tracking and verification</p>

<p>Assessment Summary:</p>	<p>Findings:</p> <p>The more controversial or difficult areas, for example the requirements relating to the use of expert witness evidence, are commented on and recommendations made for development. Actions and recommendations are detailed enough to ensure that they are fully understood by the centre, and support implementation.</p> <p>Centres vary in their approach to the implementation of the Health and Social Care suite of NVQs. Practice has ranged from effective and efficient use of professional discussion for Registered Managers (Adults) Level 4, to limited observations being carried out, less efficiently, for Health and Social Care Level 2. One centre had presented portfolios for verification with only one observation carried out, this was swiftly addressed! Key to this issue is the use of and reference to the evidence requirements. Centres are not always aware of the need to follow these and totally omit to address the requirements.</p> <p>Independent assessment has continued to form the bulk of enquiries in relation to Registered Managers. Clarification has been needed to enable centres to move forward with this, but most are now happy to develop in this area, with a view to reviewing their procedures as necessary.</p>
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2. Sector Developments

- For care homes, Registered Managers were expected to have two qualifications by 2005, qualifications at level 4 NVQ in both management and care by 2005. Whilst the standards are not explicit about a specific date in 2005 when the qualification target should have been met, in order to achieve a common understanding the Commission agreed that December 31st 2005 be the target date in relation to the qualification standards. Where current registered managers will not have achieved this combination of qualifications by December 31st 2005 they should be registered and working towards these qualifications by September 30th 2005 unless there are particular individual circumstances that render this impracticable. Registered managers should have completed their qualification by September 30th 2007 (subject to any changes to these targets which emerge from the Department of Health review of

regulations and standards). So this will continue to have an impact on the sector and on registration.

- It is important to note that a review of National Occupational Standards for Registered Managers in Adult Social Care and Managers in Residential Child Care is currently being carried out. It is proposed there will be a qualification structure comprising of four core and four optional units that will be selected from the remaining suite of NOS. The four proposed core units are:
 - Unit LMC A1 - Manage and develop the workforce to enhance the provision
 - Unit LMC B1 - Lead and manage provision that respects, protects and promotes the rights and responsibilities of people
 - Unit LMC C1 - Develop and maintain systems, procedures and practice to manage risks and comply with health and safety requirements
 - Unit LMC E1 - Lead and manage effective communication to ensure positive outcomes for people
- There will be an imminent incremental review of the standards to ensure the continued maintenance of standards.
- In 2006 OCR received accreditation for the Technical certificates in Health and Social Care at Levels 2 and 3; these became available to centres from September 2006. These qualifications cover the knowledge requirements of the core units in the National Occupational Standards
- From 2008, a new qualification for young people between the ages of 14 and 19 will be available across England. In April 2007, Alan Johnson, Education and Skills Secretary and Schools Minister Jim Knight announced that over 6,800 places would be available on the first ever Society, Health and Development Diploma from 2008. Diplomas are new qualifications aimed at providing young people with the skills and knowledge they need to gain a job in UK industry.

There will be 14 Diplomas, launching across schools in England from 2008 to 2011, covering broad subject areas as diverse as retail, manufacturing, hair and beauty and media. The Society, Health and Development Diploma is one of the first five pathfinder Diplomas to be launched in schools from next year.