

Health and Social Care

OCR J801/J811/J821 Unit R022 Level 1/Level 2

Cambridge Nationals Award/Certificate/Diploma in Health and Social Care

Unit Recording Sheet

Please read the instructions printed at the end of this form. One of these sheets, suitably completed, should be attached to the assessed work of each candidate.											
Unit Title	Communicating and working with individuals in health, social care and early years settings				Unit Code	R022	Session	Jan / June	Year	2 0	
Centre Name							Centre Number				
Candidate Name							Candidate Number				
Criteria							Teacher Comments		Mark	Page No.	
LO1: Understand how to communicate effectively											
MB1: 1 - 4 marks		MB2: 5 - 8 marks		MB3: 9 - 11 marks							
Demonstrates a basic understanding of effective communication. Produces a basic explanation of some of the different types of communication methods related to a health, social care and early years setting. This may be a list of points with only partly relevant examples given. [1 2 3 4]		Demonstrates a sound understanding of effective communication. Produces a sound explanation of most of the different types of communication methods related to a health, social care and early years setting. Examples given are clear and mostly relevant to a health, social care and early years setting. [5 6 7 8]		Demonstrates a thorough understanding of effective communication. Produces a thorough explanation of all the different types of communication methods related to a health, social care and early years setting. Examples given are detailed and wholly relevant to a health, social care and early years setting and link theory to practice. [9 10 11]							

MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 9 marks			
<p>Produces a basic description of some of the factors that positively influence communication.</p> <p>Produces a basic description of barriers to communication and offers limited ways to overcome them, giving basic examples, few of which will be relevant to a health, social care and early years setting. There will be some errors in spelling, punctuation and grammar.</p> <p style="text-align: right;">[1 2 3]</p>	<p>Produces a sound description of most of the factors that positively influence communication.</p> <p>Produces a sound description of barriers to communication and offers detailed ways to overcome them. Examples given are sound and most are relevant to a health, social care and early years setting. There will be minor errors in spelling, punctuation and grammar.</p> <p style="text-align: right;">[4 5 6]</p>	<p>Produces a thorough description of all the factors that positively influence communication.</p> <p>Produces a thorough description of barriers to communication and offers detailed and effective ways to overcome them. Examples given are detailed and wholly relevant to a health, social care and early years setting and link theory to practice. There will be few, if any, errors in spelling, punctuation and grammar.</p> <p style="text-align: right;">[7 8 9]</p>			

Criteria			Teacher Comments	Mark	Page No.
LO2: Understand the personal qualities that contribute to effective care					
MB1: 1 - 6 marks	MB2: 7 - 11 marks	MB3: 12 - 16 marks			
<p>Produces a basic description of the different personal qualities that contribute to care.</p> <p>Basic connections are made between personal qualities and effective care and there are limited links to how these are used when caring for an individual in a health, social care or early years setting.</p> <p>Basic examples are used which partly illustrate relevant application with some justification of personal qualities to be used and why.</p> <p style="text-align: right;">[1 2 3 4 5 6]</p>	<p>Produces a sound description of the different personal qualities that contribute to care.</p> <p>Clear connections are made between personal qualities and effective care and there are some links to how these are used when caring for an individual in a health, social care or early years setting.</p> <p>Sound examples are used which mostly illustrate relevant application, with clear justification of personal qualities to be used and why.</p> <p style="text-align: right;">[7 8 9 10 11]</p>	<p>Produces a thorough description of the different personal qualities that contribute to care.</p> <p>Detailed and in-depth connections are made between personal qualities and effective care and there are many links to how these are used when caring for an individual in a health, social care or early years setting.</p> <p>Excellent examples are used which wholly illustrate relevant application, with clear and detailed justification of personal qualities to be used and why.</p> <p style="text-align: right;">[12 13 14 15 16]</p>			
LO3: Be able to communicate effectively within a health, social care and early years setting.					
MB1: 1 - 3 marks	MB2: 4 - 5 marks	MB3: 6 - 7 marks			
<p>Creates a basic plan for the practical tasks of communicating with people who use the service, both in a one-to-one and in a group situation.</p> <p style="text-align: right;">[1 2 3]</p>	<p>Creates a sound plan for the practical tasks of communicating with people who use the service, both in a one-to-one and in a group situation.</p> <p style="text-align: right;">[4 5]</p>	<p>Creates a thorough plan for the practical tasks of communicating with people who use the service, both in a one-to-one and in a group situation.</p> <p style="text-align: right;">[6 7]</p>			

MB1: 1 - 6 marks		MB2: 7 - 13 marks		MB3: 14 – 17 marks		Teacher Comments	Mark	Page No.	
<p>May need guidance and support when demonstrating basic communication skills, but relates positively to the service users and maintains, at a basic level, a conversation with them. Shows some application of theory into practice.</p> <p>Methods of communication used are sometimes appropriate to the individual circumstances, but people who use the service may not always feel comfortable.</p> <p>Basic consideration shown of the use of body language and how it can contribute to effective communication. Basic examples are given of the types of behaviour that fail to value people.</p> <p>Basic consideration is shown of the importance of adapting language in order to meet the needs of people who use the service.</p> <p>Draws upon limited skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[1 2 3 4 5 6]</p>		<p>Demonstrates confident and competent communication skills requiring little support, relating positively to the people who use the service, effectively maintaining a conversation with them. Shows the ability to apply theory to practice.</p> <p>Methods of communication used are mostly appropriate to the individual circumstances, and people who use the service mainly feel comfortable.</p> <p>Clear consideration shown of the use of body language and how it can contribute to effective communication. Sound examples are given of the types of behaviour that fail to value people.</p> <p>Clear consideration is shown of the importance of adapting language in order to meet the needs of people who use the service.</p> <p>Draws upon some relevant skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[7 8 9 10 11 12 13]</p>		<p>Demonstrates confident, clear and coherent communication skills independently, relating positively to the people who use the service, consistently maintaining a conversation with them. Clearly applies theory to practice.</p> <p>Methods of communication used are wholly appropriate to the individual circumstances, and people who use the service always feel comfortable.</p> <p>Thorough consideration shown of the use of body language and how it can contribute to effective communication. Detailed examples are given of the types of behaviour that fail to value people.</p> <p>Clear and comprehensive consideration shown of the importance of adapting language in order to meet the needs of people who use the service.</p> <p>Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[14 15 16 17]</p>					
Total/									
If this is a re-sit, please tick		Session and Year of previous submission		Jan / June		2 0		Please tick to indicate this work has been standardised internally	

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website (www.ocr.org.uk).

Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 5 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.

