

## Health and Social Care

OCR J811/J821 Unit R024 Level 1/Level 2

Cambridge Nationals Certificate/Diploma in Health and Social Care

Unit Recording Sheet

Please read the instructions printed at the end of this form. <b>One</b> of these sheets, suitably completed, should be attached to the assessed work of <b>each</b> candidate.										
Unit Title	Pathways for providing care in health, social care and early years settings				Unit Code	R024	Session	Jan / June	Year	2 0
Centre Name							Centre Number			
Candidate Name							Candidate Number			
Criteria							Teacher Comments		Mark	Page No.
LO1: Understand the different forms of support available in health, social care and early years settings <sup>1</sup>										
MB1: 1 - 3 marks		MB2: 4 - 6 marks		MB3: 7 - 9 marks						
Provides a <b>basic</b> description of each health, social care and early years sector to show the types of services provided by each and may include how <b>some</b> are funded with a <b>few</b> specific examples.		Provides a <b>sound</b> description of each health, social care and early years sector to show the types of services provided by each and includes how <b>many</b> are funded with <b>some</b> specific examples.		Provides a <b>detailed</b> description of each health, social care and early years sector to show the types of services provided by each and includes how <b>most</b> are funded with <b>many</b> specific examples.						
Provides a <b>basic</b> explanation of the tasks undertaken by a member of the informal sector.		Provides a <b>sound</b> explanation of the tasks undertaken by a member of the informal sector.		Provides a <b>thorough</b> explanation of the tasks undertaken by a member of the informal sector.						
[1 2 3]		[4 5 6]		[7 8 9]						

<b>MB1: 1 - 4 marks</b>	<b>MB2: 5 – 8 marks</b>	<b>MB3: 9 - 11 marks</b>		
<p>Demonstrates a <b>basic</b> understanding of the different types of support available.</p> <p>Provides a <b>basic</b> description of how the sectors work in partnership to provide support to individuals.</p> <p>There will be <b>some</b> errors in spelling, punctuation and grammar.</p> <p style="text-align: right;"><b>[1 2 3 4]</b></p>	<p>Demonstrates a <b>sound</b> understanding of the different types of support available</p> <p>Provides a <b>sound</b> description of how the sectors work in partnership to provide support to individuals.</p> <p>There will be <b>minor</b> errors in spelling, punctuation and grammar.</p> <p style="text-align: right;"><b>[5 6 7 8]</b></p>	<p>Demonstrates a <b>thorough</b> understanding of the different types of support available.</p> <p>Provides a <b>detailed</b> description of how the sectors work in partnership to provide support to individuals.</p> <p>There will be <b>few</b>, if any, errors in spelling, punctuation and grammar.</p> <p style="text-align: right;"><b>[9 10 11]</b></p>		
<b>LO2: Know the access routes and barriers to care pathways <sup>2</sup></b>				
<b>MB1: 1 - 4 marks</b>	<b>MB2: 5 – 7 marks</b>	<b>MB3: 8 - 10 marks</b>		
<p>Provides <b>basic</b> information on each health, social care and early years professional, giving <b>few</b> examples of how they provide access to support services. Gives a <b>basic</b> account of the referral processes used.</p> <p style="text-align: right;"><b>[1 2 3 4]</b></p>	<p>Provides <b>sound</b> information on each health, social care and early years professional, giving <b>many</b> relevant illustrative examples of how they provide access to support services. Gives a <b>sound</b> account of the referral processes used.</p> <p style="text-align: right;"><b>[5 6 7]</b></p>	<p>Provides <b>detailed</b> and <b>coherent</b> information on each health, social care and early years professional, for most giving <b>relevant</b> illustrative examples of how they provide access to support services. Gives a <b>thorough</b> account of the referral processes used.</p> <p style="text-align: right;"><b>[8 9 10]</b></p>		
<b>MB1: 1 - 4 marks</b>	<b>MB2: 5 – 7 marks</b>	<b>MB3: 8 - 10 marks</b>		
<p>Provides a <b>basic</b> description of the different types of barriers which prevent individuals from accessing services with a <b>few</b> examples</p> <p style="text-align: right;"><b>[1 2 3 4]</b></p>	<p>Provides a <b>sound</b> description of the different types of the barriers which prevent individuals from accessing services with <b>some</b> appropriate examples.</p> <p style="text-align: right;"><b>[5 6 7]</b></p>	<p>Provides a <b>thorough</b> description of the different types of barriers which prevent individuals from accessing services with <b>many</b> appropriate examples.</p> <p style="text-align: right;"><b>[8 9 10]</b></p>		

Criteria				Teacher Comments	Mark	Page No.
<b>LO3: Be able to produce care pathways for individuals<sup>3</sup></b>						
<b>MB1: 1 - 4 marks</b>	<b>MB2: 5 – 7 marks</b>	<b>MB3: 8 - 10 marks</b>				
Produces a <b>basic</b> care plan for an individual using health, social care or early years services. May need guidance and support to produce the plan. <b>Few</b> examples are given to illustrate the services and support suggested. The relevance of choices made are <b>partly</b> justified.  Provides a <b>basic</b> description of an individual and their circumstances.  <b>[1 2 3 4]</b>	Produces a <b>sound</b> care plan for an individual using health, social care or early years services with little need for support. <b>Some</b> examples are given to illustrate the services and support suggested. The relevance of choices made are <b>mostly</b> justified.  Provides a <b>clear</b> description of an individual and their circumstances.  <b>[5 6 7]</b>	Independently produces a <b>detailed</b> care plan for an individual using health, social care or early years services. <b>Clear</b> examples are given to illustrate the services and support suggested. The relevance of choices made are <b>wholly</b> justified.  Provides a <b>detailed</b> description of an individual and their circumstances.  <b>[8 9 10]</b>				
<b>MB1: 1 - 4 marks</b>	<b>MB2: 5 - 7 marks</b>	<b>MB3: 8 -10 marks</b>				
Provides a <b>simple</b> care and support pathway, recognising the needs of the individual using the services. Includes <b>basic</b> information for a chosen individual, detailing with a <b>few</b> examples the expected journey through provision, the professionals involved and the consultation and communication methods.  Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.  <b>[1 2 3 4]</b>	Provides a <b>sound</b> care and support pathway, recognising the needs of the individual using the services. Includes <b>clear</b> information for a chosen individual, detailing with <b>some</b> examples the expected journey through provision, the professionals involved and the consultation and communication methods.  Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.  <b>[5 6 7]</b>	Provides a <b>detailed</b> and coherent care and support pathway, recognising the needs of the individual using the services. Includes <b>detailed</b> information for a chosen individual, detailing with <b>many</b> examples the expected journey through provision, the professionals involved and the consultation and communication methods.  <b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.  <b>[8 9 10]</b>				
<b>Total/</b>						
If this is a re-sit, please tick		Session and Year of previous submission	Jan / June	<b>2</b>	<b>0</b>	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](http://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.