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EXEMPLAR

CANDIDATE WORK

UNIT HSC 028

HANDLE INFORMATION IN HEALTH AND
SOCIAL CARE SETTINGS.

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INTRODUCTION

OCR has reproduced this exemplar candidate evidence to support teachers in interpreting the assessment criteria for the unit HSC 028, Handle information in health and social care settings.

This exemplar evidence should be considered alongside the unit requirements, the Learning Outcomes and Assessment Criteria. This content has been selected by the OCR Chief External Verifier for the Health and Social Care Diplomas, to illustrate how the assessment criteria are applied, and to provide some commentary on what factors contributed to the final outcome.

The exemplar candidate evidence is intended to demonstrate how criteria have been met and are supported by a commentary. While the exemplars are intended to be useful in interpreting the specification's Assessment Criteria, they should in no way be regarded as definitive evidence.

This resource is provided for advice and guidance only.

EXEMPLAR UNIT: HSC 028 – HANDLE INFORMATION IN HEALTH AND SOCIAL CARE SETTINGS

UNIT PURPOSE

- Introduces the need for secure handling of information in health and social care settings
- Introduces how to access support for handling information
- Raises awareness of the skills required to handle information in accordance with agreed ways of working

EVIDENCE FOR LEARNING OUTCOME 1

UNDERSTAND THE NEED FOR SECURE HANDLING OF INFORMATION IN HEALTH AND SOCIAL CARE SETTINGS

Assessment Criteria:

AC1.1 – **Identify** the legislation that relates to the recording, storage and sharing of information in health and social care

Extract from Written Questioning:
Written Question: 'List the legislation that relates to the recording, storage and sharing of information in health and social care':
Response:
<i>'...Data Protection Act 1998: This is how information about individuals is used. This covers eight principles under which personal data must be protected and collected. DPA says that service user information must be confidential and can only be accessed with their consent. Service users must know what records are being kept and why the data is kept.</i>
<i>Freedom of Information Act 2000: The Freedom of Information Act gives individuals the right to ask organisations all the information they have about them... There are some that might be withheld to protect various interest which if that is the case, the individual must be aware of it. Information about individuals will be handled under the Data Protection Act...</i>

COMMENTARY FOR EVIDENCE FOR AC 1.

- **Assessment Method:** The assessor has used a clear **written question** with this learner 'List the legislation...'; this encourages the learner to respond with specific factual information to meet AC1.1. The assessment method is **valid** as it measures the learner's understanding and knowledge of the relevant legislation.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects well her understanding of the legislation that relates to the recording, storage and sharing of information specifically in health and social care. The information that the question extracts from the learner is more than is required to meet this AC; as the learner provides a description of two different pieces of legislation, where a list of these would have been sufficient.
- **Breadth of Evidence:** The learner has listed two relevant pieces of legislation. The learner's evidence **meets AC1.1 fully** in terms of **identifying** the legislation that relates to the recording, storage and sharing of information in health and social care.

Assessment Criteria:

AC1.2 – **Explain** why it is important to have secure systems for recording and storing information in a health and social care setting

Extract from Written Questioning:
Written Question: 'Explain why it is important to have secure systems for recording and storing information in a health and social care setting:
Response:
<i>'...It is important to have secure systems for recording and storing information in a health and social care setting so that individuals and staff's private information will be protected from unauthorised viewing.</i>
<i>It is to comply with the legislation; it is the right of individuals and staff for their private information to be protected.</i>
<i>To ensure information is accessible for those who need to know, it is important.</i>
<i>To protect confidentiality, it is important to have secure systems for recording and storing information in a health and social care setting.</i>
<i>It is important to have secure systems for recording and storing information in a health and social care setting to prevent identity theft.</i>
<i>To maintain the rights of individuals, it is important to have secure systems for recording and storing information in a health and social care setting.</i>
<i>Information about individuals and staff in my place of work is protected from unauthorised persons. I only pass individual information on with their permission but if the information is going to pose a risk then I will pass it on to the manager immediately.'</i>

COMMENTARY FOR EVIDENCE FOR AC 1.2

- **Assessment Method:** The assessor has used a clear open **written question** with this learner 'Explain why...'; this encourages the learner to respond with a good amount of information to meet AC1.1. The assessment method is **valid** as it measures the learner's understanding and knowledge of the reasons for having secure systems for recording and storing information.
- **Quality of Evidence:** The learner's response is of a good quality because the learner details well own understanding of the different reasons for having secure systems for recording and storing information in a health and social care setting: *'...so that individuals and staff's private information will be protected from unauthorised viewing... to comply with the legislation... to ensure information is accessible for those who need to know... to protect confidentiality... to prevent identity theft... to maintain the rights of individuals...'* The learner then ends by relating her response back to **own health and social care setting:** *'Information about individuals and staff in my place of work is protected from unauthorised persons. I only pass individual information on with their permission but if the information is going to pose a risk then I will pass it on to the manager immediately.'*
- **Breadth of Evidence:** The learner has provided a detailed explanation of the importance of having secure systems. The learner's evidence **meets AC1.2 fully** in terms of **explaining** why it is important to have secure systems for recording and storing information in a health and social care setting.

EVIDENCE FOR LEARNING OUTCOME 2

KNOW HOW TO ACCESS SUPPORT FOR HANDLING INFORMATION

Assessment Criteria:

AC2.1 – **Describe** how to access guidance, information and advice about handling information

Extract from Personal Statement:
Personal Statement: 'Tell me about the different ways you can access guidance, information and advice about handling information:
Response:
<i>'...Through induction and other training, guidance, information and advice about handling information is obtained.</i>
<i>Through the company's policies and procedures, information and advice about handling information is accessed like keeping clients information confidential.</i>
<i>Through colleagues and individuals, guidance, advice and information about data protection is accessed.</i>
<i>Through the code of practice like the General Social Care Council (GSCC) which produces the Codes of Practice for social care workers, I gained guidance, advice and information about handling information.</i>
<i>Through this course, I gained guidance, advice and information about handling information, equally through practical assessment from my assessor; I accessed guidance, advice and information about handling information. For example I should make the service user aware before I access their care plan.</i>
<i>Also through surfing the internet, I accessed guidance, advice and information about handling information.</i>
<i>We practice person centred approaches in my place of work which involves service users virtually in everything that has to do with them including their care plan updating, like documenting any changes in their health and well-being, their achievements, the outcome of their talk times, support required, completed and uncompleted activities, etc.</i>

COMMENTARY FOR EVIDENCE FOR AC 2.1

- **Assessment Method:** The learner's **personal statement** provides the learner with an opportunity to express her understanding of how to access guidance, information and advice about handling information in own work role: 'We practice person centred approaches in my place of work which involves service users virtually in everything that has to do with them including their care plan updating, like documenting any changes in their health and well-being, their achievements, the outcome of their talk times, completed and uncompleted tasks, etc.' The assessment method is **valid** as it measures the learner's understanding and knowledge of how to access guidance, information and advice about handling information.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of the different ways guidance, information and advice about handling information can be accessed: *'through induction and other training... through the company's policies and procedures... through colleagues and individuals... through the code of practice... through surfing the internet...'* The learner then in addition reflects own understanding of the types of information that may be accessed and includes some examples from **own health and social care setting** including in relation to care planning, changes in individuals' needs, support required and activities.
- **Breadth of Evidence:** The learner has given a detailed account of the different ways of how to access guidance, information and advice. The learner's evidence **meets AC2.1 fully** in terms of providing a **description** of how to access guidance, information and advice about handling information..

Assessment Criteria:AC2.2 – **Explain** what actions to take when there are concerns over the recording, storing or sharing of information

Extract from Personal Statement:
Personal Statement: 'Explain the actions to take when there are concerns over the recording, storing or sharing of information:
Response:
<i>'...When there are concerns over the recording, storing or sharing of information I ensure I talk to my colleagues or senior member of staff like my line manager or supervisor and ensure I record it.</i>
<i>If the information has to do with a service user's privacy, I must obtain consent from the service user before passing the information on except when the information poses a risk to the service user if not passed on for example in the case of abuse...</i>
<i>For instance in a case of bruises being observed and the service user refuses to say anything and does not want it to be discussed; although it is the right of the service user not to disclose this, I will make my manager aware of it because of the risk involved but ensure it remains confidential reporting.</i>
<i>One example I know of is when one of the service users whilst she was being supported told a staff member that she would soon be getting married to her boyfriend. This was recorded and shared only with the right people because in this situation the service user may be at risk from abuse.</i>
<i>Information about a service user is not discussed in front of another service user because it is against confidentiality law.</i>

COMMENTARY FOR EVIDENCE FOR AC 2.2

- **Assessment Method:** The learner's **personal statement** provides the learner with an opportunity to express her understanding of the actions to take when there are concerns over the recording, storing or sharing of information: '*I ensure I talk to my colleagues or senior member of staff like my line manager or supervisor and ensure I record it...If the information has to do with a service user's privacy, I must obtain consent from the service user before passing the information on except when the information poses a risk to the service user if not passed on for example in the case of abuse.*' The assessment method is **valid** as it measures the learner's understanding and knowledge of the actions to take when there are concerns.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of the different actions to take when there are concerns and includes instances where confidentiality needs to be breached so as to maintain a duty of care towards the service user: '*For instance in a case of bruises being observed*' and a further example from **own health and social care setting:** '*One example I know of is when one of the service users whilst she was being supported told a staff member that she would soon be getting married to her boyfriend. This was recorded and shared only with the right people because in this situation the service user may be at risk from abuse.*'
- **Breadth of Evidence:** The learner has given a detailed explanation of the different actions to take when there are concerns over the recording, storing or sharing of information. The learner's evidence **meets AC2.2 fully** in terms of providing an **explanation** of the actions to take when there are concerns over the recording, storing or sharing of information.

EVIDENCE FOR LEARNING OUTCOME 3

BE ABLE TO HANDLE INFORMATION IN ACCORDANCE WITH AGREED WAYS OF WORKING

Assessment Criteria:

AC3.1 – **Keep** records that are up to date, complete, accurate and legible

AC3.2 – **Follow** agreed ways of working for:

- recording information
- storing information
- sharing information

Extract from **Observation 1:**

Observation

'...the learner recorded information about service users that needed to be shared with the team in the communication book; the learner explained that this is so that all staff that are on shift read this after hand over. Changes to service users care needs were also recorded and documented in the service users' care plans.

The learner also completed daily write up sheets (daily logs) that included information of today's activities with service users; this includes the observation and fluid intake charts for some service users that record their intake of fluid...'

The learner signed and dated all records, all information recorded is legible and written in ink and factual. All records were completed in private in the office and stored away securely in the locked cabinet.

The learner also completed for some service users monitoring sheet where the learner recorded the activities and location of service users half hourly, hourly and every two hourly...

For example one service user climbed the scaffolding outside the home to sit and smoke cigarettes – the learner informed him of the risk and encouraged him to come back down. After this, the learner recorded and communicated this to staff through the communication book informing them to access the special note which must be read and signed by staff on duty. This information did not name the service user, but asked staff to look at the risk assessment in his care plan...'

Extract from **Observation 2:**

Observation

'...The learner signed and dated all records, all information recorded is legible and written in ink and factual. All records were completed in private in the office and stored away securely in the locked cabinet.

The learner also completed for some service users monitoring sheet where the learner recorded the activities and location of service users half hourly, hourly and every two hourly...

For example one service user climbed the scaffolding outside the home to sit and smoke cigarettes – the learner informed him of the risk and encouraged him to come back down. After this, the learner recorded and communicated this to staff through the communication book informing them to access the special note which must be read and signed by staff on duty. This information did not name the service user, but asked staff to look at the risk assessment in his care plan.'

Extract from **Oral Questioning:**

Oral Question: 'How do you make sure records are kept up to date, how are they stored and how is information shared?'

Response:

'...the care plans are reviewed every three months. In line with the company's policies and procedures they need to be accurate and identify through risk assessment any problems. They are stored in the locked cabinet in the office and the manager would decide strictly on a 'need to know' basis any information that was to be shared.'

COMMENTARY FOR EVIDENCE FOR ACS 3.1 AND 3.2

- **Assessment Method:** The assessor has used direct **observation** of the learner's practice and oral questioning to meet these criteria. The observations have been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to keeping records that are up to date, complete, accurate and legible and follow agreed ways of working for recording, storing and sharing of information.

The oral question is a good piece of supporting evidence that reflects the learner's understanding of how to ensure records are kept up to date, stored securely how is information shared with others.

This assessment method is **valid** as it measures the learner's skills in being able to handle information in accordance with agreed ways of working. Observation is the required assessment method for the assessment criteria included in this 'be able to' learning outcome.

- **Quality of Evidence:** The documented observations are of a good quality because the learner's practices demonstrate clearly own competence in **own health and social care setting** and against each of the assessment criteria.
- **Breadth of Evidence:** The learner's evidence **meets ACs 3.1 and 3.2 fully** in terms of **demonstrating** that the learner is able to handle information in accordance with agreed ways of working.

SUMMARY OF HOW EXEMPLAR EVIDENCE FOR HSC 028 MEETS THE ASSESSMENT REQUIREMENTS AND ASSESSMENT CRITERIA

Variety of assessment methods used	Yes	Oral and Written questioning Personal Statement Observation
Valid assessment methods used	Yes	All assessment methods used were appropriate for validating the learner's knowledge of all the assessment criteria in this unit.
Quality and Breadth of evidence sufficient	Yes	Evidence provided meets all the assessment criteria fully.

This resource has been produced to support your delivery of OCR's Health and Social qualification. These are not mandatory but are provided to offer you creative and informative materials that you may wish to use with your learners.

Disclaimer

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