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EXEMPLAR

CANDIDATE WORK

UNIT HSC 2014

SUPPORT INDIVIDUALS TO EAT AND DRINK

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INTRODUCTION

OCR has reproduced this exemplar candidate evidence to support teachers in interpreting the assessment criteria for the unit HSC 2014, Support individuals to eat and drink.

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 2014 – SUPPORT INDIVIDUALS TO EAT AND DRINK.

UNIT PURPOSE

- Raises awareness of the required skills to be able to support individuals to make choices about food and drink
- Raises awareness of the required skills to be able to prepare to provide support for eating and drinking
- Raises awareness of the required skills to be able to provide support for eating and drinking
- Raises awareness of the required skills to be able to clear away after food and drink
- Raises awareness of the required skills to be able to monitor eating and drinking and the support provided

EVIDENCE FOR LEARNING OUTCOME 1

BE ABLE TO SUPPORT INDIVIDUALS TO MAKE CHOICES ABOUT FOOD AND DRINK

Assessment Criteria:

AC1.1 – **Establish** with an individual the food and drink they wish to consume

AC1.2 – **Encourage** the individual to select suitable options for food and drink

Extract from Observation:
Observation: (The learner is referred to as 'S')
<i>'S prepared the dining room with one of the staff, she placed clean table cloths on the tables and vases of flowers on each table – S explained that this was so that the environment looked very cosy and conducive for eating. S supported the service user to the table and adjusted her seat so she was sitting comfortably close to the table. I observed as she asked the service user what she wanted to eat and drink from various options available on the menu – S explained to me that she does not ask the service in the mornings as she finds it difficult to make a choice when she is not hungry. S repeated each choice of meal available and explained what each one was; when the service user had chosen she then repeated each choice of drinks available and again waited for her to make her choice. Whilst doing so S ensured that the meals options offered were ones that the service user liked and took account of her nutritional requirements as specified in her plan which S referred to; S explained why these were good choices for her.'</i>

Extract from Observation of Menu:
Work Product:
<i>'I was shown the menu list and a record of what individual service users had chosen with the learner, the options that are suitable with their plans and needs and those that are not, including those that they are allergic to.'</i>

COMMENTARY FOR EVIDENCE FOR ACS 1.1 AND 1.2

- **Assessment Method:** The assessor has used direct **observation** of the learner's practices and **observation of work product evidence** to meet these criteria. The **observation** has been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to establishing with an individual the food and drink they would like to have and encouraging the individual to select suitable options.

The observation of the menu completed by the learner with individuals further supplements the learner's skills of how to effectively establish and encourage individuals to select suitable food and drink options.

These assessment methods are **valid** as they measure the learner's skill in being able to support individuals to make choices about food and drink. The observation is the required assessment method for the assessment criteria included in this 'be able to' learning outcome.

- **Quality of Evidence:** The documented observation is of a good quality because the learner demonstrates clearly own competence against each of the assessment criteria. The observation details well how to establish with an individual their preferences for food and drink options – the learner also ensures that this is done in a manner that is suited to their needs: *'S explained to me that she does not ask the service in the mornings as she finds it difficult to make a choice when she is not hungry.'* The observation also details how the learner has also taken into consideration the learner's care plan with regards to her eating and drinking requirements: *'Whilst doing so S ensured that the meals options offered were ones that the service user liked and took account of her nutritional requirements as specified in her plan which S referred to; S explained why these were good choices for her.'*

The work product evidence is a good piece of supporting evidence that reflects well the learner's awareness of how to establish and encourage suitable choices of food with individuals.

- **Breadth of Evidence:** The learner's evidence **meets ACs 1.1 and 1.2 fully** in terms of being able to **establish** with an individual the food and drink they wish to consume and being able to **encourage** the individual to select suitable options for food and drink.

Assessment Criteria:AC1.3 – **Describe** ways to resolve any difficulties or dilemmas about the choice of food and drinkAC1.4 – **Describe** how and when to seek additional guidance about an individual's choice of food and drinkExtract from **Personal Statement 1:**

Personal Statement: Eating and Drinking

'...As I was tidying up at the end of lunch one of the service users requested to have another piece of cake; I looked over at the trolley and saw that there was none remaining. I asked her whether she'd like some fruit instead, she said no that she was no longer hungry. I looked at her face and saw that she was unhappy, I reassured her, rang the kitchen and asked the chef whether there was any cake left; the chef confirmed there was and so I went to the kitchen and brought the service user another piece of cake. The service user smiled and thanked me.'

Extract from **Personal Statement 2:**

Personal Statement: Eating and Drinking

'...M is diabetic and all the meals that are freshly prepared for her include low sugar and salt content – these have been agreed with M and her nutritionist. One tea time M said that she wanted a piece of the cake everyone else was having. I explained to her why this wasn't a good choice for her and showed her the nutrition plan she has and that the staff follow. M said that she didn't care and was fed up of having cake brought out to her separately. I discussed this with M and found out that she was unhappy because she felt she didn't want to have her cake before or after everyone else. I suggested that her cake be placed on the trolley along with the others but marked discreetly for her – she thought that this was a wonderful idea and until this day M continues to enjoy having her cake at tea time. I shared this information with all the staff so that they understood how M wanted to eat her cake.'

Extract from **Personal Statement 3:**

Personal Statement: Eating and Drinking

'...G is an 85-year old lady...she finds it difficult to eat breakfast but we all know that her preference to have is very hot, creamy porridge with a glass of cold milk before 7am. G will not eat anything else at breakfast or if breakfast was served after 7am again she will not eat anything else. Once, her sister forgot to bring G some more porridge and when the staff realised it was too late to go out and buy some more as it was very close to 7am and she would not eat or drink after this time – we nevertheless offered her different choices of breakfast but G refused every one of these. I reported this to my line manager and all the staff had a meeting and we agreed that we would keep a small stock of porridge in case this happened again and that this way G would be able to eat a breakfast of her choice every day; G's sister was also informed and agreed with this idea'

COMMENTARY FOR EVIDENCE FOR ACS 1.3 AND 1.4

- **Assessment Method:** The learner has completed a series of **personal statements** to describe ways to resolve any difficulties or dilemmas about the choice of food and drink as well as how and when to seek additional guidance about an individual's choice of food and drink.

This assessment method is **valid** as it measures the learner's knowledge of how to resolve dilemmas and how and when to seek additional guidance.

- **Quality of Evidence:** The personal statements are of a good quality because the learner demonstrates clearly own knowledge against these assessment criteria. The personal statements detail well different dilemmas that may arise with choices of food and drink (i.e. requesting more food, wishing to be served food along with others and not having preferred food choices available) and the different ways of resolving these (i.e. by talking to the individual and referring this on to the line manager, team or kitchen staff). The learner also details well how and when she seeks additional guidance about an individual's choice of food and drink (when an individual's food preference cannot be met).
- **Breadth of Evidence:** The learner's evidence **meets ACs 1.3 and 1.4 fully** in terms of **describing** ways to resolve any difficulties or dilemmas about the choice of food and drink and **describing** how and when to seek additional guidance about an individual's choice of food and drink.

EVIDENCE FOR LEARNING OUTCOME 2

BE ABLE TO PREPARE TO PROVIDE SUPPORT FOR EATING AND DRINKING

Assessment Criteria:

AC2.1 – **Identify** the level and type of support an individual requires when eating and drinking

AC2.2 – **Demonstrate** effective hand-washing and use of protective clothing when handling food and drink

AC2.3 – **Support** the individual to prepare to eat and drink in a way that meets their personal needs and preferences

AC2.4 – **Provide** suitable utensils to assist the individual to eat and drink

Extract from **Observation:**

Observation: (the learner is referred to as 'S' in the observation)

'...S washed her hands thoroughly using the standard and effective hand washing technique ensuring she lathered her hands well with soap, washing thoroughly the front and back of her hands, interlocking her fingers and washing round the thumbs and then dried her hands thoroughly, S then put on a disposable apron and gloves used for food handling. S collected the food items she had prepared from the fridge, placed them on a tray ready to take to the dining area. S then removed her apron and gloves and disposed of these in the allocated waste bin; S then washed her hands thoroughly again using the standard hand washing technique.

S then supported the service user, (who had just returned from washing her hands), to the table where she wanted to sit with two other service users and helped her to adjust her seat so she was sitting comfortably and close to the table. I observed S ask the service user what support she wanted from her with her meal; the service user said that she wanted her to make sure her food was in easy and small pieces for her to eat, S explained that she would support her with this. S added that according to her plan that she would also remind her to eat her food slowly to avoid any risks of choking – the service user agreed with S and asked her to sit down next to her. S placed an easy grip fork and knife in front of the service user on the table, a two handled cup and several paper napkins and supported her with placing one of these across her lap, explaining to her that this would enable her to keep her skirt clean.'

Extract from **Personal Statement:**

Observation: (the learner is referred to as 'S' in the observation)

'.....Before I go to the kitchen for the trolley I prepare the tables with clean tablecloths, fresh napkins and glasses and ensure those service users that require special cutlery have these too. I always make the environment enjoyable by placing some nice flowers in the corners of the room and putting some soft music on in a low tone.

I always wash and dry my hands thoroughly before touching food and then put on my apron as well. I ensure that the trolley is plugged in to ensure when I am serving the food that it stays hot. I also always ask the service users if they have washed their hands before lunch is served. I then assist some service users to the table and once they are seated I ask if they are comfortable and offer a cushion for their backs. For the service users that use aprons, I assist them with putting these on'

COMMENTARY FOR EVIDENCE FOR ACS 2.1, 2.2, 2.3 AND 2.4

- **Assessment Method:** The assessor has used direct **observation** of the learner's practices and a **personal statement** to meet these criteria. The **observation** and **personal statement** has been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to making effective preparations of self and individual prior to eating and drinking.

These assessment methods are **valid** as they measure the learner's skill in being able to prepare to provide support for eating and drinking. The observation is the required assessment method for the assessment criteria included in this 'be able to' learning outcome.

- **Quality of Evidence:** The documented observation is of a good quality because the learner demonstrates clearly own competence against each of the assessment criteria. The observation details well how the learner identifies the level and type of support the individual required by asking her and by referencing the service user's plan. In addition, the learner demonstrates how she washes her hands effectively and wears the correct PPE when handling food.

The learner also demonstrates competence when supporting the individual to prepare to eat and drink by supporting her to sit at the table she has chosen to sit at with two other service users, by ensuring she is sitting close to the table and is comfortable, by placing a paper napkin over her lap to protect her skirt and by ensuring she has access to her adapted cutlery: 'S placed an easy grip fork and knife in front of the service user on the table, a two handled cup.'

The personal statement is a good piece of supporting evidence that reflects well the learner's awareness of how to make preparations for supporting individuals with eating and drinking.

- **Breadth of Evidence:** The learner's evidence **meets ACs 2.1, 2.2, 2.3 and 2.4 fully** in terms of **identifying** the level and type of support required, **demonstrating** effective hand washing, **supporting** the individual to prepare to eat and drink and **provide** them with suitable utensils to assist the individual.

EVIDENCE FOR LEARNING OUTCOME 3

BE ABLE TO PREPARE TO PROVIDE SUPPORT FOR EATING AND DRINKING

Assessment Criteria:

AC3.1 – **Describe** factors that help promote an individual's dignity, comfort and enjoyment while eating and drinking.

Extract from **Case Study:**

Case Study: Providing Support for Eating and Drinking

'...I promoted the individual's dignity and comfort by supporting him to put on an apron so that any food spilt would not spill onto his clothes. I also ensure that he is sitting comfortably and in an upright position to avoid any choking. It is important to always have napkins to hand for him to wipe his mouth and/or hands if food or drink is spilt. Enjoyment is about making sure that he feels comfortable - that he has used the toilet beforehand and is feeling relaxed before his meal, that he can sit where he chooses, some days have his meal in his room, other days with his friends. The presentation of the food and making sure it is hot and looks and tastes nice, that condiments are available so the food is to his liking and that a choice of drinks are available will also help with enjoyment of the meal and something he can look forward to.'

COMMENTARY FOR EVIDENCE FOR AC 3.1

- **Assessment Method:** The learner has completed a **case study** of an individual from own health and social care setting to describe the factors that can help to promote an individual's dignity, comfort and enjoyment while eating and drinking.

This assessment method is **valid** as it measures the learner's knowledge of the different factors that affect the individual's eating and drinking experience.

- **Quality of Evidence:** The **case study** is of a good quality because the learner demonstrates clearly own knowledge against these assessment criteria. The learner includes a range of different factors in relation to how to effectively promote an individual's dignity, comfort and enjoyment while eating and drinking: *'...by supporting him to put on an apron... sitting comfortably and in an upright position... always have napkins to hand... making sure that he feels comfortable... the food... condiments are available... a choice of drinks are available.'*
- **Breadth of Evidence:** The learner's evidence **meets AC 3.1 fully** in terms of **describing** factors that help promote an individual's dignity, comfort and enjoyment while eating and drinking.

Assessment Criteria:

AC3.2 – **Support** the individual to consume manageable amounts of food and drink at their own pace

AC3.3 – **Provide** encouragement to the individual to eat and drink

AC3.4 – **Support** the individual to clean themselves if food or drink is spilt

AC3.5 – **Adapt** support in response to an individual's feedback or observed reactions while eating and drinking

Extract from Observation:

Observation: (the learner is referred to as 'S' in the observation and the service user as 'M')

'...S placed M's plate and cup of drink on the table in front and within easy reach. S cut up the food into sizeable pieces as agreed with M, saying to her how good the food smells whilst doing so and then assisted her to use the adapted fork and knife by placing these in the correct position in her hands. S checked with M that she was comfortable, she confirmed she was and so S asked her to go ahead and enjoy her meal, showing her too that her cup was full of water and next to her plate, M thanked S for her help.

S sat next to M and when she noticed that the service user was putting too much food in her mouth at a time; she politely stopped her reminding her to slow down and suggested she eat first what she had in her mouth before picking up any more food with her fork. M said she was hungry; S responded by saying that she was pleased to hear that but that she was also concerned she may choke and so wanted her to eat a little slower. M took a sip of her water whilst S encouraged her to hold the cup with both hands and place these on each handle, M did so and then stopped eating. S prompted her to eat again but a little slower, M did so. S continued to observe M closely throughout the meal, she continued to support her with eating at a reasonable pace and in a dignified and socially acceptable manner. She encouraged her to clean her mouth from time to time with the napkin, drink sips of water throughout the meal and also encouraged light conversation.'

COMMENTARY FOR EVIDENCE FOR ACS 3.2, 3.3, 3.4 AND 3.5

- **Assessment Method:** The assessor has used direct **observation** of the learner's practices to meet these criteria. The **observation** has been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to providing support with eating and drinking.

This assessment method is **valid** as it measures the learner's skill in being able to provide support for eating and drinking.

- **Quality of Evidence:** The documented observation is of a good quality because the learner demonstrates clearly own competence against each of the assessment criteria. The observation details well how the learner provides effective support to the individual: *'assisted her to use the adapted fork and knife by placing these in the correct position in her hands...when she noticed that the service user was putting too much food in her mouth at a time she politely stopped her reminding her to slow down and suggested she eat first what she had in her mouth before picking up any more food with her fork... S encouraged her to hold the cup with both hands and place these on each handle... she continued to support her with eating at a reasonable pace and in a dignified and socially acceptable manner... S encouraged her to clean her mouth from time to time with the napkin...'*
- **Breadth of Evidence:** The learner's evidence **meets ACs 3.2, 3.3, 3.4 and 3.5 fully** in terms of **supporting** individuals to consume food and drink in manageable amounts, **encouraging** individuals to eat and drink, **supporting** individuals to clean themselves if food or drink is spilt and **adapting** support in response to an individual's feedback or observed reactions while eating and drinking.

EVIDENCE FOR LEARNING OUTCOME 4

Assessment Criteria:

AC4.1 – **Explain** why it is important to be sure that an individual has chosen to finish eating and drinking before clearing away.

Extract from **Oral Questioning:**

Oral Question: Tell me about why it is important to be sure that an individual has chosen to finish eating and drinking before clearing away

Response:

'This is because it indicates a mark of respect, by doing so we are valuing the individual and checking this with them – otherwise they may feel rushed or not relaxed to take their time whilst eating and drinking or not be able to finish eating and drinking. Another reason is because staff may be required to record the quantity of food left so as to be able to monitor that an individual is eating a balanced diet and sufficiently and to check that there are no concerns. Finally, it could be an opportunity to ask the individual if they have enjoyed their meal, whether they would like anything else.'

COMMENTARY FOR EVIDENCE FOR AC 4.1

- **Assessment Method:** The assessor has used an open **oral question** with this learner 'Tell me about...'; this encourages the learner to think about the different reasons for ensuring that an individual has chosen to finish eating and drinking before clearing away.

The assessment method is **valid** as it measures the learner's understanding and knowledge of the importance of ensuring that an individual has chosen to finish eating and drinking before clearing and away.

- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of the importance of ensuring that an individual has chosen to finish eating and drinking before clearing away: *'...it indicates a mark of respect, by doing so we are valuing the individual and checking this with them – otherwise they may feel rushed or not relaxed to take their time whilst eating and drinking ... because staff may be required to record the quantity of food left... to be able to monitor that an individual is eating a balanced diet and sufficiently... and to check that there are no concerns...it could be an opportunity to ask the individual if they have enjoyed their meal, whether they would like anything else...'*
- **Breadth of Evidence:** The learner's evidence **meets AC4.1 fully** in terms of providing an **explanation** of why it is important to be sure that an individual has chosen to finish eating and drinking before clearing away.

Assessment Criteria:

AC4.2 – **Confirm** that the individual has finished eating and drinking.

AC4.3 – **Clear away** used crockery and utensils in a way that promotes active participation

AC4.4 – **Support** the individual to make themselves clean and tidy after eating or drinking

Extract from Observation:

Observation: (the learner is referred to as 'S' in the observation)

'...I observed that S confirmed the service user had finished eating and drinking before beginning to clear the table. S explained to the service user that she didn't want to deprive her of her food and drink, so the need to find out if she had finished eating and drinking first would be necessary before removing her plate. S encouraged and supported the service user to remove her plate and her utensils and wash her hands when she had finished eating. This made the service user feel happy as she was helping out; the service user stated this to S and also was smiling. S then prompted the service user to give her face and hands a wash – the service user did so in her room and thanked S for her help.

I saw S clear the table using a trolley to place everything on. She disposed of the food remnants in the black bin. S then removed her apron and gloves and placed these in the bin and then washed her hands thoroughly using the effective hand washing technique...'

COMMENTARY FOR EVIDENCE FOR ACS 4.1, 4.2, 4.3 AND 4.4

- **Assessment Method:** The assessor has used direct **observation** of the learner's practices to meet these criteria. The **observation** has been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to confirming with the individual that she finished eating and drinking, clearing away used crockery and utensils and supporting the individual to make themselves clean and tidy after eating or drinking.

This assessment method is **valid** as it measures the learner's skill in being able to clear away after eating and drinking.

- **Quality of Evidence:** The documented observation is of a good quality because the learner demonstrates clearly own competence against each of the assessment criteria. The observation details well how the learner checks with the individual that she has finished eating and drinking: *'S explained to the service user that she didn't want to deprive her of her food and drink, so the need to find out if she had finished.'* The learner then reflects how she involves the individual in clearing away after eating and drinking: *'S encouraged and supported the service user to remove her plate and her utensils and wash her hands when she had finished eating. This made the service user feel happy as she was helping out; the service user stated this to S and also was smiling.'* The learner also then reflects well how to support individuals with making themselves clean and tidy after eating or drinking: *'S then prompted the service user to give her face and hands a wash – the service user did so in her room and thanked S for her help.'*
- **Breadth of Evidence:** The learner's evidence **meets ACs 4.2, 4.3 and 4.4 fully** in terms of how to **confirm** that the individual has finished eating and drinking, **clear away** used crockery and utensils in a way that promotes active participation and **support** the individual to make themselves clean and tidy after eating or drinking.

EVIDENCE FOR LEARNING OUTCOME 5

Assessment Criteria:

AC5.1 – **Explain** the importance of monitoring the food and drink an individual consumes and any difficulties they encounter.

Extract from Oral Questioning:
Oral Question: Tell me about why it is important to monitor the food and drink an individual consumes and any difficulties they encounter
Response: <i>'It is important to monitor the amount of food and drink an individual has to make sure that they are eating and drinking – if they are not then it might not be noticed that they become dehydrated or lose weight or gain weight if they are eating too much. It is also important to make sure individuals are receiving the correct nutrition and amount of food and drink they require.</i> <i>It is also important to monitor any difficulties an individual is having for example an individual may not be eating due to toothache or swallowing difficulties or not liking the food – this needs to be recorded and reported as other alternatives will need to be provided. These could also be signs of other health difficulties the individual may be having.'</i>

COMMENTARY FOR EVIDENCE FOR AC 5.1

- **Assessment Method:** The assessor has used an open **oral question** with this learner 'Tell me about...'; this encourages the learner to think about the different reasons for monitoring the food and drink an individual consumes and any difficulties they encounter.

The assessment method is **valid** as it measures the learner's understanding and knowledge of the importance of monitoring eating and drinking.

- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of the importance of monitoring the food and drink an individual consumes: *'...if they are not then it might not be noticed that they become dehydrated or lose weight or gain weight if they are eating too much...to make sure individuals are receiving the correct nutrition and amount of food and drink they require.'*

The learner also reflects a good understanding of the importance of monitoring any difficulties an individual is having with eating and drinking: *'an individual may not be eating due to toothache or swallowing difficulties or not liking the food – this needs to be recorded and reported as other alternatives will need to be provided. These could also be signs of other health difficulties the individual may be having.'*

- **Breadth of Evidence:** The learner's evidence **meets AC5.1 fully** in terms of providing an **explanation** of the importance of monitoring the food and drink an individual consumes and any difficulties they encounter.

Assessment Criteria:

AC5.2 – **Carry** out and record agreed monitoring processes

AC5.3 – **Report** on the support provided for eating and drinking in accordance with agreed ways of working

Extract from Observation:

Observation: (the learner is referred to as 'S' in the observation)

'Afterwards, S reported and recorded the services delivered regarding what the service user had eaten and drunk and made recommendations in the log book and care plan on how best to support the service user with eating and drinking. S explained that this was necessary to make sure the service user was having a balanced diet and the right amount of support through both physical and verbal prompts and that this was following her workplace policy for monitoring food and fluid intake. She completed the record in private, wrote down all the information accurately and factually and then returned the log book and care plan to its secure location, in the locked drawer. This information was then handed over in private to the team at hand over.'

COMMENTARY FOR EVIDENCE FOR ACS 5.2 AND 5.3

- **Assessment Method:** The assessor has used direct **observation** of the learner's practices to meet these criteria. The **observation** has been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to monitoring, recording and reporting on the food and fluid intake and support provided to individuals.

This assessment method is **valid** as it measures the learner's skill in being able to monitor eating and drinking and the support provided.

- **Quality of Evidence:** The documented observation is of a good quality because the learner demonstrates clearly own competence against each of the assessment criteria. The observation details well how the learner both records and reports the support provided to an individual with their eating and drinking including what they have consumed: *'S reported and recorded the services delivered regarding what the service user had eaten and drunk and made recommendations in the log book and care plan on how best to support the service user with eating and drinking.'*
- **Breadth of Evidence:** The learner's evidence **meets ACs 5.2 and 5.3 fully** in terms of how to **carry out** and **record** agreed monitoring processes and how to **report** on the support provided for eating and drinking in accordance with agreed ways of working.

SUMMARY OF HOW EXEMPLAR EVIDENCE FOR HSC 2014 MEETS THE ASSESSMENT REQUIREMENTS AND ASSESSMENT CRITERIA

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

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