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EXEMPLAR

CANDIDATE WORK

UNIT HSC 2015

SUPPORT INDIVIDUALS TO MEET
PERSONAL CARE NEEDS.

CONTENTS

Introduction	Page 4
Unit Purpose	Page 5
Evidence for Learning Outcome 1	Page 6
ACS 1.1, 1.2 and 1.3	Page 6
Commentary for Evidence for ACS 1.1, 1.2 and 1.3	Page 7
Evidence for Learning Outcome 2	Page 8
ACS 2.1, 2.2 and 2.5	Page 8
Commentary for Evidence for ACS 2.1, 2.2 and 2.5	Page 8
AC 2.3	Page 9
Commentary for Evidence for AC 2.3	Page 9
AC 2.4	Page 10
Commentary for Evidence for AC 2.4	Page 10
Evidence for Learning Outcome 3	Page 11
ACS 3.1 and 3.2	Page 11
Commentary for Evidence for ACS 3.1 and 3.2	Page 11
Evidence for Learning Outcome 4	Page 12
ACS 4.1, 4.2 and 4.3	Page 12
Commentary for Evidence for ACS 4.1, 4.2 and 4.3	Page 12
Evidence for Learning Outcome 5	Page 13
ACS 5.1 and 5.2	Page 13
Commentary for Evidence for ACS 5.1 and 5.2	Page 13
Evidence for Learning Outcome 6	Page 14
ACS 6.1, 6.2 and 6.3	Page 14
Commentary for Evidence for ACS 6.1, 6.2 and 6.3	Page 14
Summary of how exemplar evidence for HSC 2015 meets the assessment requirements and assessment criteria	Page 15

INTRODUCTION

OCR has reproduced this exemplar candidate evidence to support teachers in interpreting the assessment criteria for the unit HSC 2015, Support individuals to meet personal care needs.

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 2015 – SUPPORT INDIVIDUALS TO MEET PERSONAL CARE NEEDS

UNIT PURPOSE

- Raises awareness of the required skills to be able to work with individuals to identify their needs and preferences in relation to personal care
- Raises awareness of the required skills to be able to provide support for personal care safely
- Raises awareness of the required skills to be able to support individuals to use the toilet
- Raises awareness of the required skills to be able to support individuals to maintain personal hygiene
- Raises awareness of the required skills to be able to support individuals to manage their personal appearance
- Raises awareness of the required skills to be able to monitor and report on support for personal care

EVIDENCE FOR LEARNING OUTCOME 1

BE ABLE TO WORK WITH INDIVIDUALS TO IDENTIFY THEIR NEEDS AND PREFERENCES IN RELATION TO PERSONAL CARE

Assessment Criteria:

AC1.1 – **Encourage** an individual to communicate their needs, preferences and personal beliefs affecting their personal care

AC1.2 – **Establish** the level and type of support an individual needs for personal care

AC1.3 – **Agree** with the individual how privacy will be maintained during personal care

Extract from **Observation:**

Observation: (The learner is referred to as 'S')

'S arrived at the service user's flat, rang the doorbell, waited a bit and then entered the flat. She walked over to the service user who was still in bed and addressed her politely and informed her that she was there to support her. S introduced me and reminded the service user she'd given her consent for the observation to take place and asked her again whether she agreed; the service user said she did.

With the service user's permission, S turned on the light, the curtains in the room were closed. S offered the service user the choice of a wash, shower or bath and she chose a bath. S also offered the service user choice of using the commode or the toilet and she chose the commode. S and the service user agreed the service user's preferences for S to give her some time to herself whilst using the commode and when having her bath how she can be supported by S at intervals when she requires any support with washing her hands and transferring back from the commode as well as with washing her back and feet which she found difficult to reach. S confirmed that all this support was in line with the service user's care plan and guidelines.

Extract from **Personal Statement:**

Personal Statement:

'Shortly after lunch I asked the service users whether any of them wanted to use the toilet facilities. Mr S said that he wanted to use the facilities before he had his shower; I gave him a choice of the different toilet facilities available in the home and he chose to use the toilet; he then said the one near his room. We then discussed whether he wanted a wash, shower or bath this morning...he chose a shower.'

COMMENTARY FOR EVIDENCE FOR AC 1.1, 1.2 AND 1.3

- **Assessment Method:** The assessor has used direct **observation** of the learner's practices and a **personal statement** 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 working with an individual to identify their needs and preferences in relation to personal care.

The observation of the learner details well how the learner communicates with the individual over how she would like to be supported with her personal care, her needs and preferences as well as how her privacy will be maintained throughout. The interactions with the individual reflect an active working partnership where the individual is very much at the forefront of identifying their needs and preferences in relation to personal care.

The learner also includes a personal statement that is a good piece of supporting evidence that also reflects well how the learner supports an individual to identify their needs and preferences in relation to their personal care activities.

These assessment methods are **valid** as they measure the learner's skill in being able to work with individuals to identify their needs and preferences in relation to personal care. 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 encourage an individual to communicate their needs, preferences and personal beliefs: *'S offered the service user the choice of a wash, shower or bath and she chose a bath. S also offered the service user a choice of using the commode or the toilet and she chose the commode...'*

The learner then details well how to establish the level and type of support an individual needs for personal care as well as agree how privacy will be maintained: *'S and the service user agreed the service user's preferences for S to give her some time to herself whilst using the commode and when having her bath how she can be supported by S at intervals when she requires any support with washing her hands and transferring back from the commode as well as with washing her back and feet which she found difficult to reach.'*

The personal statement is a good piece of supporting evidence that reflects well the learner's awareness of how to work with individuals to establish their needs for personal care through supporting them to make their own choices.

- **Breadth of Evidence:** The learner's evidence **meets ACs 1.1, 1.2 and 1.3 fully** in terms of being able to **encourage** an individual to communicate their needs, preferences and personal beliefs, being able to **establish** the level and type of support an individual needs for personal care as well as being able to **agree** with the individual how privacy will be maintained during personal care.

EVIDENCE FOR LEARNING OUTCOME 2

BE ABLE TO PROVIDE SUPPORT FOR PERSONAL CARE SAFELY

Assessment Criteria:

AC2.1 – **Support** the individual to understand the reasons for hygiene and safety precautions

AC2.2 – **Use** protective equipment, protective clothing and hygiene techniques to minimise the risk of infection

AC2.5 – **Ensure** safe disposal of waste materials

Extract from **Observation:**

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

'...S then discussed with the service user why it was important in terms of infection control for her to wash her hands before assisting her and then using an apron and gloves to support her with her personal care. S then asked the service user how having a bath made her feel – the service user explained clean and fresh; the learner reinforced this with the service user by adding that this would also ensure she kept her skin in good condition and feel good in herself. S agreed with the service user that she would support her with only the areas she needed support with to ensure she was safe from any danger or hazards and that this way she would still be able to be independent...'

'...S then agreed with the service user to empty her commode, S did so immediately and discreetly whilst wearing a disposable apron and gloves and then ensured it was returned clean. S also placed the service user's used incontinence pad in the clinical waste bin. S removed her apron and gloves pulling these off gently by holding the cuffs and then disposed of these in the clinical waste bin and then washed her hands thoroughly.'

COMMENTARY FOR EVIDENCE FOR ACS 2.1, 2.2 AND 2.5

- **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 supporting an individual to understand the reasons for hygiene and safety precautions, using protective equipment, hygiene techniques and safe disposal of waste materials to minimise the risk of infection.

This assessment method is **valid** as it measures the learner's skill in being able to work with individuals and provide support for personal care safely.

- **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 of the learner details well how the learner supports an individual to understand the reasons for hygiene and safety precautions: *'...why it was important in terms of infection control for her to wash her hands before assisting her and then using an apron and gloves to support her with her personal care... S then asked the service user how having a bath made her feel – the service user explained clean and fresh; the learner reinforced this with the service user by adding that this would also ensure she kept her skin in good condition and feel good in herself... S agreed with the service user that she would support her with only the areas she needed support with to ensure she was safe from any danger or hazards.'*

It is also evident that the learner uses safe practices for minimising the risk of infection: *'...why it was important in terms of infection control for her to wash her hands before assisting her... S removed her apron and gloves pulling these off gently by holding the cuffs and then disposed of these in the clinical waste bin and then washed her hands thoroughly...'*

- **Breadth of Evidence:** The learner's evidence **meets ACs 2.1, 2.2 and 2.5 fully** in terms of being able to **support** the individual to understand the reasons for hygiene and safety precautions, **use** protective equipment, protective clothing and hygiene techniques to minimise the risk of infection and **ensure** safe disposal of waste materials.

Assessment Criteria:

AC2.3 – **Explain** how to report concerns about the safety and hygiene of equipment or facilities used for personal care

Extract from Oral Questioning:
Oral Question: 'Tell me how to report concerns about the safety and hygiene of equipment or facilities used for personal care'
Response: <i>'In my workplace I would report this immediately to the manager and also record all my concerns in detail in the log book. If these pose a risk to others I must also complete a health and safety sheet and a risk assessment. The equipment in question would need to be removed and replaced; the facilities would have to be deep cleaned and any equipment sterilised or replaced. The district nurse may also be involved in this as well as the health and safety officer at work.'</i>

COMMENTARY FOR EVIDENCE FOR AC 2.3

- **Assessment Method:** The assessor has used an open **oral question** with this learner 'Tell me how...'; this encourages the learner to think about the different ways for reporting concerns about the safety and hygiene of equipment or facilities.

The assessment method is **valid** as it measures the learner's understanding and knowledge of how to report concerns about the safety and hygiene of equipment or facilities.

- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of how to report concerns about the safety and hygiene of equipment or facilities used for personal care in **own health and social care setting**: *'...In my workplace I would report this immediately to the manager and also record all my concerns in detail in the log book.. I must also complete a health and safety sheet and a risk assessment... The equipment in question would need to be removed and replaced; the facilities would have to be deep cleaned and any equipment sterilised or replaced.'*
- **Breadth of Evidence:** The learner's evidence **meets AC2.3 fully** in terms of providing an **explanation** of how to report concerns about the safety and hygiene of equipment or facilities used for personal care.

Assessment Criteria:

AC2.4 – **Describe** ways to ensure the individual can summon help when alone during personal care

Extract from Oral Questioning:
Oral Question: 'Tell me about the different ways to ensure the individual can summon help when alone during personal care'
<i>'In my workplace this can be done through a variety of ways. We always place the call bell close by to the service user so they can use this to call. Other service users prefer you to stay close by so that they can call you when they are ready and others require regular monitoring checks every five minutes to ensure you are there when they need your help.'</i>

COMMENTARY FOR EVIDENCE FOR AC 2.4

- **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 ways to ensure the individual can summon help when alone during personal care.

The assessment method is **valid** as it measures the learner's understanding and knowledge of how an individual can summon help when alone.

- **Quality of Evidence:** The learner's response is of a good quality because the learner details own understanding of how an individual can summon help when alone during personal care and responds to this in the context of **own health and social care setting**: '*...We always place the call bell close by to the service user so they can use this to call. Other service users prefer you to stay close by so that they can call you when they are ready and others require regular monitoring checks every five minutes to ensure you are there when they need your help.'*
- **Breadth of Evidence:** The learner's evidence **meets AC2.4 fully** in terms of providing a **description** of ways to ensure that individuals can summon help when alone during personal care.

EVIDENCE FOR LEARNING OUTCOME 3

BE ABLE TO SUPPORT INDIVIDUALS TO USE THE TOILET

Assessment Criteria:

AC3.1 – **Provide** support for the individual to use toilet facilities in ways that respect dignity

AC3.2 – **Support** the individual to make themselves clean and tidy after using toilet facilities.

Extract from Observation:
Observation: (the learner is referred to as 'S' in the observation and the service user as 'A')
<p><i>'...S supported and made A comfortable on the toilet and placed the call bell next to him and checked with him whether she could now leave him alone. A confirmed that she could and that he would call her when he had finished and asked her whether she could wait close by. S agreed with him that she would wait outside and then closed the door.</i></p> <p><i>After a little while S checked with A that he was alright; he pressed the call bell and so S entered with his agreement. S was wearing an apron and gloves. A explained he had finished using the toilet. S handed him some toilet tissue as he was finding it difficult to do this on his own and asked him to wipe himself clean; as he did so, S looked away explaining that she was doing so to respect his dignity.</i></p> <p><i>S supported A to re-arrange his clothes neatly and then asked him whether he could now wash his hands with soap; A did so thoroughly and then dried his hands thoroughly...'</i></p>

COMMENTARY FOR EVIDENCE FOR ACS 3.1 AND 3.2

- **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 supporting an individual to use the toilet.

This assessment method is **valid** as it measures the learner's skill in being able to support an individual to use the toilet.

- **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 of the learner details well how the learner supports an individual to use the toilet and make themselves clean and tidy afterwards in ways that respect dignity: *'...S supported and made A comfortable on the toilet and placed the call bell next to him and checked with him whether she could now leave him alone... S agreed with him that she would wait outside and then closed the door... S handed him some toilet tissue as he was finding it difficult to do this on his own and asked him to wipe himself clean... S supported A to re-arrange his clothes and then asked him whether he could now wash his hands with soap...'*
- **Breadth of Evidence:** The learner's evidence **meets ACs 3.1 and 3.2 fully** in terms of being able to **support** the individual to use toilet facilities in ways that respect dignity and to make themselves clean and tidy after using toilet facilities.

EVIDENCE FOR LEARNING OUTCOME 4

BE ABLE TO SUPPORT INDIVIDUALS TO MAINTAIN PERSONAL HYGIENE

Assessment Criteria:

AC4.1 – **Ensure** room and water temperatures meet individual needs and preferences for washing, bathing and mouth care.

AC4.2 – **Ensure** toiletries, materials and equipment are within reach of the individual

AC4.3 – **Provide** support to carry out personal hygiene activities in ways that maintain comfort, respect, dignity and promote active participation

Extract from Observation:
Observation: (the learner is referred to as 'S' in the observation)
<p>'...S asked the service user the level of support she would require and she replied that she would only need help in getting in and out of the bath, washing and creaming her back otherwise she could do all other things by herself – S confirmed that this was indicated also on her care plan. Stephanie ensured the window of the bathroom was closed and turned the radiator on a little higher explaining that this was so that the bathroom felt warm. S also ensured she ran the water at the correct temperature and tested it again prior to supporting the service user into the bath. S placed the service user's towel, soap, shampoo, flannel and call bell close by so that she could reach these.</p> <p>Once the service user had finished bathing S supported her to get out safely and slowly out of the bath and then prompted her to dry herself thoroughly which she did before putting on her dressing gown and leaving the bathroom.</p> <p>On returning to her room S asked the service user whether she had brushed her teeth, she said she hadn't but would do so. S promoted the service user to use only a little toothpaste on her toothbrush and then a little later on to rinse her mouth thoroughly afterwards'</p>

Extract from Personal Statement:
Personal Statement:
<p>'...I tested the water temperature of the shower was alright with my elbow and then encouraged the service user to wash himself ensuring his shower gel and sponge was close by. He tried as much as he could and then I agreed to support him with washing and drying his back and lower body.'</p>

COMMENTARY FOR EVIDENCE FOR ACS 4.1, 4.2 AND 4.3

- **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 have been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to providing supporting an individual to maintain own personal hygiene.

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

- **Quality of Evidence:** 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 in terms of creating a safe and comfortable environment, ensuring all materials are within easy reach of the individual and providing personal care in ways that maintain comfort, respect, dignity and promote active participation.

The learner also includes a personal statement that is a good piece of supporting evidence that also reflects well how the learner supports an individual to maintain their personal hygiene.

- **Breadth of Evidence:** The learner's evidence **meets ACs 4.1, 4.2 and 4.3 fully** in terms of **ensuring** room and water temperatures meet individual needs and preferences, **ensuring** toiletries, materials and equipment are within reach of the individual and **providing** support to carry out personal hygiene activities in ways that maintain comfort, respect, dignity and promote active participation.

EVIDENCE FOR LEARNING OUTCOME 5

BE ABLE TO SUPPORT INDIVIDUALS TO MANAGE THEIR PERSONAL APPEARANCE

Assessment Criteria:

AC5.1 – **Provide** support to enable individual to manage their personal appearance in ways that respect dignity and promote active participation.

AC5.2 – **Encourage** the individual to keep their clothing and personal care items clean, safe and secure.

Extract from **Observation:**

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

'...When they came back into the room, the learner supported the service user to choose the clothes she wanted to wear today. After the service user got dressed S put on an apron and gloves and supported her to put some moisturiser on her legs and arms, encouraging her to rub this in herself where she could reach and then to comb her hair herself and with S's support tie it back as the service user wanted.

S supported the service user to place her cardigan that she didn't want to wear away in her wardrobe, hand her dressing gown back up and wipe clean her comb before returning it back to her dressing table along with her moisturiser.'

Extract from **Personal Statement:**

Personal Statement:

'...I supported Mr B to use his electric shaver in small circular movements and then comb his hair and put on some aftershave. When finished I supported Mr B to empty the contents of his electric shaver in his waste bin in the bathroom and then rinse and dry his comb before returning it back to his wash bag...

COMMENTARY FOR EVIDENCE FOR ACS 5.1 AND 5.2

- **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 have been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to supporting individuals to manage their personal appearance.

These assessment methods are **valid** as they measure the learner's skill in being able to provide support with managing their personal appearance. 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 provides effective and active support to the individual in terms of supporting her to *'put some moisturiser on her legs and arms, encouraging her to rub this in herself where she could reach and then to comb her hair herself and with S's support tie it back as the service user wanted.'* The learner also encourages the individual to keep her clothing and personal care items clean, safe and secure: *'S supported the service user to place her cardigan that she didn't want to wear away in her wardrobe, hand her dressing gown back up and wipe clean her comb before returning it back to her dressing table along with her moisturiser.'*

The learner also includes a personal statement that is a good piece of supporting evidence that also reflects well how the learner supports an individual to manage their personal appearance.

- **Breadth of Evidence:** The learner's evidence **meets ACs 5.1 and 5.2 fully** in terms of **providing** support to enable individuals to manage their personal appearance in ways that respect dignity and promote active participation and **encouraging** the individual to keep their clothing and personal care items clean, safe and secure.

EVIDENCE FOR LEARNING OUTCOME 6

BE ABLE TO MONITOR AND REPORT ON SUPPORT FOR PERSONAL CARE

Assessment Criteria:

AC6.1 – **Seek** feedback from the individual and others on how well support for personal care meets the individual's needs and preferences.

AC6.2 – **Monitor** personal care functions and activities in agreed ways

AC6.3 – **Record and report** on an individual's personal care in agreed ways

Extract from Observation:
Observation: (the learner is referred to as 'S' in the observation)
<i>'...After supporting the service user with grooming, I observed S encouraging the service user to look in the mirror and give her feedback on the support she received and if it met her needs. The service user responded that she was already satisfied without looking in the mirror as she felt good and asked another service user how she looked; she complimented her on looking great; the service user smiled and thanked S for her help but also for encouraging her to be independent.</i>
<i>Finally, S recorded all the personal care activities she had supported the service user with clearly, including the areas where she had observed the learner be independent and the areas where she required a little support as well as the service user's bodily functions. S completed these accurately and with the time and date and then signed her entries explaining that this was according to her organisation's policies and procedures and as is expected of her in her job role as a social care worker so that information can be shared by all that are involved in the service user's care on a need to know basis. S returned the records to the cabinet and locked then cabinet afterwards and then later handed this information over to her manager.'</i>

Extract from Personal Statement:
Personal Statement:
<i>'...I returned to Mr B's room and asked him if he was happy with the support had provided him this morning in relation to his personal care; he said that he really enjoyed it... another member of staff also told me that Mr B mentioned to her that he had enjoyed his shower and that she thought he looked smart and clean.</i>
<i>I then recorded in full all support I had provided this morning, the changes in the amount of urine Mr B passed this morning, the feedback I received, the time and date and my signature. I completed the daily records in private in the office as this is confidential information and then passed this information over in the staff handover'</i>

COMMENTARY FOR EVIDENCE FOR ACS 6.1, 6.2 AND 6.3

- **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 have been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to being able to monitor and report on support for personal care.

These assessment methods are **valid** as they measure the learner's skill in being able to monitor and report on support for personal care. 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 seeks feedback on the support for personal care activities from the individual, their friend and from another social care worker. The learner also demonstrates how to monitor, record and report effectively and in line with own workplace's procedures on individuals' personal care needs and support provided to meet these.

The learner also includes a personal statement that is a good piece of supporting evidence that also reflects well how the learner monitors and reports on support for personal care.

- **Breadth of Evidence:** The learner's evidence **meets ACs 6.1, 6.2 and 6.3 fully** in terms of **seeking** feedback from the individual and others on how well personal care support meets the individuals' needs and preferences, **monitoring** personal care functions and activities and **recording and reporting** on individuals' personal care in agreed ways.

SUMMARY OF HOW EXEMPLAR EVIDENCE FOR HSC 2015 MEETS THE ASSESSMENT REQUIREMENTS AND ASSESSMENT CRITERIA

Variety of assessment methods used	Yes	Observation Personal Statement 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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VOCATIONAL QUALIFICATIONS

Telephone 024 76 851509

Facsimile 024 76 851633

Email vocational.qualifications@ocr.org.uk

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