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**SOCIAL CARE**

**EXEMPLAR**

**CANDIDATE WORK**

UNIT HSC 2002

PROVIDE SUPPORT FOR MOBILITY



# CONTENTS

Introduction	Page 4
Unit Purpose	Page 5
Evidence for Learning Outcome 1	Page 6
AC1.1	Page 6
Commentary for Evidence for AC1.1	Page 6
ACs 1.2, 1.3 and 1.4	Page 7
Commentary for Evidence for AC2.1	Page 7
Evidence for Learning Outcome 2	Page 8
ACs 2.1, 2.2, 2.3 and 2.4	Page 8
Commentary for Evidence for ACs 2.1, 2.2, 2.3 and 2.4	Page 8
Evidence for Learning Outcome 3	Page 9
ACs 3.1, 3.2 and 3.3	Page 9
Commentary for Evidence for ACs 3.1, 3.2 and 3.3	Page 9
Evidence for Learning Outcome 4	Page 10
AC 4.1, 4.2, and 4.3	Page 10
Commentary for Evidence for ACs 4.1, 4.2 and 4.3	Page 10
Summary of how exemplar evidence for HSC 2002 meets the assessment requirements and assessment criteria	Page 11

## INTRODUCTION

OCR has reproduced this exemplar candidate evidence to support teachers in interpreting the assessment criteria for the unit HSC 2002, Provide support for mobility.

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 2002 – PROVIDE SUPPORT FOR MOBILITY

## UNIT PURPOSE

- Introduces the importance of mobility
- Introduces the skills needed to prepare for mobility activities
- Introduces the skills needed to support individuals to keep mobile
- Introduces the skills needed to observe, record and report on mobility activities

# EVIDENCE FOR LEARNING OUTCOME 1

## UNDERSTAND THE IMPORTANCE OF MOBILITY

### Assessment Criteria:

AC1.1 – Define mobility

Extract from <b>Oral Questioning:</b>
Oral Question: 'Explain what is the meaning of mobility in a health and social care setting':
Response:  <i>'Mobility means the movement of individuals from a particular place or position to another whilst ensuring that their independence is maintained e.g. moving from a wheelchair to a bed or moving from one bed position to another'</i>

## COMMENTARY FOR EVIDENCE FOR AC1.1

- **Assessment Method:** The assessor has used an open **oral question** with this learner 'Explain what...'; this encourages the learner to think about the meaning of the term mobility in a health and social care context. The assessment method is **valid** as it measures the learner's understanding and knowledge of the term 'mobility'.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects her understanding of the **meaning** of 'mobility' as the 'movement of individuals...whilst ensuring their independence is maintained'. The learner also answers the question well through the two examples identified in terms of **own health and social care work setting**.
- **Breadth of Evidence:** The learner has stated clearly the meaning of the term 'mobility'. The learner's evidence **meets AC1.1 fully** in terms of providing a **definition** of mobility within a health and social care context.

**Assessment Criteria:**

AC 1.2 - **Explain** how different health conditions may affect and be affected by mobility

AC1.3 - **Outline** the effects that reduced mobility may have on an individual's wellbeing

AC 1.4 - **Describe** the benefits of maintaining and improving mobility

**Extract from Discussion:**

Discussion: 'Tell me about how mobility can be affected by different health conditions, the effects that reduced mobility may have on an individual's well-being and the benefits of maintaining and improving mobility':

*'Strokes, fractures and dislocations, muscle weakness or stiffness due to arthritis may make mobility more difficult. With strokes the person may not have good balance and partial paralysis on one side which can make the person more at risk of falling. A fracture of a bone may mean that it does not heal quickly or may become infected which can restrict movement of a person's hand or leg for example which makes it difficult for moving around. Stiff, painful, swollen and inflamed joints are the result of arthritis and can restrict movement.*

*Reduced mobility can affect an individual's well-being. Physically, reduced mobility can result in blood clots, stiffness of joints, swelling of feet and ankles, pressure sores these can be very painful for the individual. Emotionally, an individual may feel depressed, low in themselves and negative. Socially, reduced mobility could mean the reduction of friends and places to go and the dependence on others.*

*The benefits of maintaining and improving mobility include improved muscular strength and physical health fitness, greater independence as it becomes less necessary to rely on others for health and support needs, a better quality social life as there will be more opportunities to do different things and to take part in more activities with different people which will also mean a boost to their self-esteem.'*

**COMMENTARY FOR EVIDENCE FOR ACS 1.2, 1.3 AND 1.4**

- **Assessment Method:** The assessor has recorded a discussion that has taken place with this learner and invites the learner to tell them about 'how mobility can be affected by different health conditions, the effects that reduced mobility may have on an individual's well-being and the benefits of maintaining and improving mobility'. The learner's account details well how different health conditions can affect and be affected by mobility, includes the physical, emotional and social effects that reduced mobility may have on an individual's wellbeing and details numerous different benefits of maintaining and improving mobility.

The assessment method used elicits a full and detailed response from the learner; the assessment method is **valid** as it measures the learner's understanding and knowledge of the importance of mobility including its associated effects and benefits.

- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects fully her understanding across all these three areas and provides a clear rationale for each of her accounts.'
- **Breadth of Evidence:** The learner's evidence **meets ACs 1.2, 1.3 and 1.4 fully** in terms of **explaining** how different health conditions may affect and be affected by mobility, **outlining** the effects that reduced mobility may have on an individual's well-being and **describing** the benefits of maintaining and improving mobility.

## EVIDENCE FOR LEARNING OUTCOME 2

### BE ABLE TO PREPARE FOR MOBILITY ACTIVITIES

#### Assessment Criteria:

AC 2.1 - **Agree** mobility activities with the individual and others

AC 2.2 - **Remove** or minimise hazards in the environment before beginning a mobility activity

AC2.3 - **Check** the suitability of an individual's clothing and footwear for safety and mobility

AC2.4 - **Check** the safety and cleanliness of mobility equipment and appliances

#### Extract from **Observation 1:**

##### Observation:

*'...the learner informs me that Mr T is eighty years old and that he has arthritis in his knees and as part of his care plan staff support him to maintain his mobility. The learner discusses with Mr T how he was feeling this morning and agrees with him to go for a short walk in line with what had been confirmed this morning with the physiotherapist and line manager. Mr T replies that he is not ready to go for a walk just yet. The learner sits back down with Mr T and talks through with him the importance of going for his walk which will help him feel less stiff and feel good in himself and reassures him that they would just keep to the recommended length of time. Throughout their discussion the learner focuses her attention on Mr T, giving explanations and checking with him he understood.*

*The learner then explains to Mr T that as he was unsure whether he wants to go for a walk this morning so that they could call his physiotherapist and the office for advice. Mr T explains that this was not necessary as he wants to go for a walk now but says he wants to try and walk unaided. The learner explains how this is not possible as in line with his care plan it would be safer to walk with his walking frame as this would give him the support he needed particularly as he was a little unsteady on his feet. The learner agrees with Mr T to wait sitting comfortably until she fetched his walking frame and checks with him that he is wearing properly fitting enclosed shoes with support and his clothes are fitted properly and not loose or too long and that Mr T is comfortable.*

*The learner walks down the corridor to the living room where Mr T would be walking, checks that there are no hazards in the corridor; removes a wheelchair to its storage area and some debris from the floor into the waste bin and then washes her hands. The learner checks Mr T's walking frame all over that it is clean and has no faults that would make it unsafe to use; she confirms it is safe.*

#### Extract from **Observation 2:**

##### Observation:

*'...I observe the learner with Mrs A who was involved in a road traffic accident a few years back that left her with some paralysis down the left side of her body; Mrs A uses a walking stick to move around. The learner, her manager and Mrs A discuss how they would be supporting her this morning to get up from her chair and across the other side of his room with her walking stick as an aid to help her to exercise gently, Mrs A nods in agreement.*

*The learner checks the area from Mrs A's chair to the other side of her room was free from any hazards, she confirms that it is clear and then checks that Mrs A's wooden walking stick is clean and that it is not unsafe to use; she confirms it is safe and that the rubber end is firmly attached onto the stick.'*

### 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 practice 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 supporting two different individuals prepare for mobility activities. In both **observations** the individuals' consent is sought and the activities are conducted in line with agreed others i.e. the physiotherapist and line manager. The learner conducts visual risk assessments of the area, walking frame and walking stick prior to the activities and ensures the individual's clothing and footwear are suitable.

This assessment method is **valid** as it measures the learner's skills in being able to prepare individuals for mobility activities.

- **Quality of Evidence:** The documented observations are of a good quality because the learner demonstrates clearly her competence against each of the assessment criteria.
- **Breadth of Evidence:** The learner's evidence **meets ACs 2.1, 2.3, 2.3 and 2.4 fully** in terms of **demonstrating** that the learner is able to prepare individuals for mobility activities.

# EVIDENCE FOR LEARNING OUTCOME 3

## BE ABLE TO SUPPORT INDIVIDUALS TO KEEP MOBILE

### Assessment Criteria:

AC 3.1 - **Promote** the active participation of the individual during a mobility activity

AC 3.2 - **Assist** an individual to use mobility appliances correctly and safely

AC 3.3 - **Give** feedback and encouragement to the individual during mobility activities

#### Extract from **Observation 1:**

##### Observation:

*'...the learner positions Mr T's walking frame safely in front of him but not too close so that he could stand up safely. Once Mr T does so and has gained his balance Mr T agrees to place both hands on it and the learner advises him to step forward with his right foot first as this was his weaker and more painful knee and then step forward with his other foot past his other leg....the learner repeats this sequence and explains to Mr T to take slightly smaller steps as for safety the frame should have all four feet down on the floor. The learner walks just behind Mr T observing him closely whilst encouraging him to continue with his walking; several times the learner says 'you are doing well, keep it up'. The learner also reminds Mr T that he could stop and rest briefly at any time he wished to, Mr T says that he wants to continue and is smiling.'*

#### Extract from **Observation 2:**

##### Observation:

*'...the learner agrees with Mrs A the walking stick is safe to use and holds it in her right hand which is the side she uses due the partial paralysis on her left side. The learner asks Mrs A to move the walking stick forward a little and slightly to her side and then asks her to step forward with her other foot just up to where the stick was positioned and no further forward. The learner says to Mrs A to take her time and that she was doing very well. The learner then asks Mrs A to take a step forward with her other foot and this time place her foot past where the stick is and then move the walking stick slightly in front again and to the side. The learner then repeats this sequence with Mrs A; the learner gives Mrs A praise and keeps on repeating that she is walking well and using her walking stick correctly.'*

## COMMENTARY FOR EVIDENCE FOR AC3.1, 3.2 AND 3.3

- **Assessment Method:** The assessor has used direct observation of the learner's practice 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 supporting two different individuals to keep mobile. In both **observations** the individuals' consent is sought, the activities are conducted with individuals' full involvement. The learner reflects her skills of how to effectively support both individuals use each of their appliances (walking frame and walking stick) correctly and safely whilst ensuring she gives feedback and encouragement throughout.

This assessment method is **valid** as it measures the learner's skills in being able to support individuals to keep mobile.

- **Quality of Evidence:** The documented observations are of a good quality because the learner demonstrates clearly her competence against each of the assessment criteria.
- **Breadth of Evidence:** The learner's evidence **meets ACs 3.1, 3.2, 3.3 fully** in terms of **demonstrating** that the learner is able to support individuals to keep mobile. These pieces of evidence can also be cross referenced to AC4.1.

## EVIDENCE FOR LEARNING OUTCOME 4

### BE ABLE TO OBSERVE, RECORD AND REPORT ON ACTIVITIES TO SUPPORT MOBILITY

#### Assessment Criteria:

AC 4.1 - **Observe** an individual to monitor changes and responses during a mobility activity

AC 4.2 - **Record** observations of mobility activity

AC 4.3 - **Report** on progress and/or problems relating to the mobility activity including:

- choice of activities
- equipment
- appliances
- the support provided

#### Extract from **Observation 1:**

##### Observation:

*'... the learner supports Mr T to return comfortably to his chair and commends him on his efforts with his walking today and explains how she has noted some weakness on his right knee, Mr T says that it isn't painful but a little stiff. The learner agrees with Mr T to record her observations and his response on his care plan; after doing so the learner reads these through with Mr T to confirm their accuracy, he confirms that all information is correct (and my observation of the learner also confirms this to be the case). The learner then agrees with Mr T to invite her line manager to meet with them and report back on the activity; the learner encourages Mr T to say what he wants first; he thanks her for her support and repeats that his right knee felt stiff but that he felt much better for doing his walking physio. The learner explains that the activity had gone well, the verbal support she provided and the checks she carried out of both the area and the walking frame. It is agreed for the report to be made available and discussed with the physio-therapist next month.'*

#### Extract from **Observation 2:**

##### Observation:

*'... the learner sits down with Mrs A and her line manager and talks through how she felt walking with her walking frame; she says that she felt fine but maybe a little unsteady. The learner reassures Mrs A that she may feel unsteady at first but with time will feel less unsteady. The learner explains to Mrs A and her line manager that she thought Mrs A walked quite carefully and although a little unsteady made good progress; both Mrs A and her line manager agree. The learner records these observations on Mrs A's care plan and agrees with Mrs A to feed this back to her daughter who is visiting her later on.'*

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

- **Assessment Method:** The assessor has used direct **observation** of the learner's practice 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 observing, recording and reporting on mobility activities. The learner reflects her skills of how to observe both individuals, record observations and report on areas of progress or difficulties.

This assessment method is valid as it measures the learner's skills in being able to observe, record and report on activities to support mobility.

- **Quality of Evidence:** The documented observations are of a good quality because the learner demonstrates clearly her competence against each of the assessment criteria.
- **Breadth of Evidence:** The learner's evidence **meets ACs 4.1, 4.2, 4.3 fully** in terms of **demonstrating** that the learner is able to **observe, record** and **report** on activities.

## SUMMARY OF HOW EXEMPLAR EVIDENCE FOR HSC 2002 MEETS THE ASSESSMENT REQUIREMENTS AND ASSESSMENT CRITERIA

<b>Variety of assessment methods</b> used	Yes	Oral questioning Discussion Observation
<b>Valid assessment methods</b> used	Yes	All assessment methods used were appropriate for validating the learner's knowledge and skills of all the assessment criteria in this unit.
<b>Quality and Breadth</b> of evidence <b>sufficient</b>	Yes	Evidence provided meets all the assessment criteria fully.

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