

Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

Unit Title	Health, Social Care and Early Years Provision			Unit Code	A911	Session	June	Year	2	0		
Centre Name							Centre Number					
Candidate Name							Candidate Number					
Task One: Preparation							Teacher Comments		Mark	Page No.		
Identify the service and client group on which the investigation will be based.												
MB1: 0 - 3		MB2: 4 - 6		MB3: 7 - 8								
A plan/checklist is produced for the investigation; aims and objectives show limited understanding of the purpose of the investigation.		A detailed plan/checklist is produced for the investigation; aims and objectives show understanding of the purpose of the investigation.		A comprehensive plan/checklist is produced for the investigation; aims and objectives show thorough understanding of the purpose of the investigation.								
Evidence of limited planning of the information to be used, includes some primary sources and/or secondary data which will have limited relevance to the context of the investigation.		Evidence of some planning of the information to be used, includes primary sources and secondary data which will be mostly relevant to the context of the investigation.		Evidence of comprehensive planning of the information to be used, includes primary sources and secondary data which will be relevant to the context of the investigation.								
[0 1 2 3]		[4 5 6]		[7 8]								

Task Two: How the service can be obtained and possible barriers to accessing the service			Teacher Comments	Mark	Page No.
MB1: 0 - 4	MB2: 5 - 9	MB3: 10 - 14			
<p>A basic description of the referral procedures used by the client group to access the service is given with limited relevant examples.</p> <p>Legislation identified will be relevant to the service; little understanding of the impact of the legislation on the quality of service provided will be evident.</p> <p>A limited range of possible barriers is identified; a basic explanation of how the service has implemented procedures to overcome these barriers.</p> <p>A basic analysis of ways this service ensures equality of care.</p> <p style="text-align: right;">[0 1 2 3 4]</p>	<p>A detailed description of the referral procedures used by the client group to access the service is given with a range of mostly relevant examples.</p> <p>Legislation identified will be relevant to the service; some understanding of the impact of the legislation on the quality of service provided will be evident.</p> <p>A range of possible barriers is identified; a detailed explanation of how the service has implemented procedures to overcome these barriers.</p> <p>A detailed analysis of ways this service ensures equality of care.</p> <p style="text-align: right;">[5 6 7 8 9]</p>	<p>A comprehensive description of the referral procedures used by the client group to access the service is given with a wide range of relevant examples.</p> <p>Legislation identified will be relevant to the service; clear understanding of the impact of the legislation on the quality of service provided will be evident.</p> <p>A wide range of possible barriers is identified; a thorough explanation of how the service has implemented procedures to overcome these barriers.</p> <p>A comprehensive analysis of ways this service ensures equality of care.</p> <p style="text-align: right;">[10 11 12 13 14]</p>			
Task Three: The needs of a client group and the types of services that exist to meet their needs			Teacher Comments	Mark	Page No.
MB1: 0 - 4	MB2: 5 - 8	MB3: 9 - 12			
<p>A basic explanation of how the chosen service has been designed to meet the health, developmental and social care needs of the chosen client group.</p> <p>A basic explanation of the role of informal carers supporting the chosen client group. A limited evaluation of the impact on their lives is given.</p> <p>A basic description of how other services could meet the needs of the chosen client group. Some examples are used.</p> <p style="text-align: right;">[0 1 2 3 4]</p>	<p>A detailed description of how the chosen service has been designed to meet the health, developmental and social care needs of the chosen client group.</p> <p>A detailed explanation of the role of informal carers supporting the chosen client group. An evaluation of the impact on their lives is given.</p> <p>A detailed description of how other services could meet the needs of the chosen client group. A range of mostly relevant examples is used covering all three categories.</p> <p style="text-align: right;">[5 6 7 8]</p>	<p>A thorough description of how the chosen service has been designed to meet the health, developmental and social care needs of the chosen client group.</p> <p>A thorough explanation of the role of informal carers supporting the chosen client group. A comprehensive evaluation of the impact on their own lives is given.</p> <p>A thorough description of how other services could meet the needs of the chosen client group. A wide range of relevant examples is used covering all three categories.</p> <p style="text-align: right;">[9 10 11 12]</p>			

Task Four: The role of a care practitioner who works in the service			Teacher Comments	Mark	Page No.
MB1: 0 - 4	MB2: 5 - 9	MB3: 10 - 14			
<p>A basic description of how the care practitioner applies care values in their daily work.</p> <p>A basic analysis of the possible effects on the client group if guidelines/codes of practice are not applied.</p> <p>A basic description of how care practitioners use communication skills with limited examples.</p> <p>A limited evaluation of possible qualification pathways for the care worker.</p> <p style="text-align: right;">[0 1 2 3 4]</p>	<p>A detailed description of how the care practitioner applies care values in their daily work.</p> <p>A detailed analysis of the possible effects on the client group if guidelines/codes of practice are not applied.</p> <p>A detailed description of how care practitioners use communication skills with a range of mostly relevant examples.</p> <p>A detailed evaluation of possible qualification pathways for the care worker.</p> <p style="text-align: right;">[5 6 7 8 9]</p>	<p>A thorough description of how the care practitioner applies care values in their daily work.</p> <p>A thorough analysis of the possible effects on the client group if guidelines/codes of practice are not applied.</p> <p>A thorough description of how care practitioners use communication skills with a wide range of relevant examples.</p> <p>A comprehensive evaluation of possible qualification pathways for the care worker, making reasoned judgements and presenting accurate conclusions.</p> <p style="text-align: right;">[10 11 12 13 14]</p>			

Task Five: Conclusion						Teacher Comments	Mark	Page No.
MB1: 0 - 4		MB2: 5 - 8		MB3: 9 - 12				
<p>A basic analysis of the qualities and skills needed by a care practitioner to deliver effective care. Limited application and relevance to the client group.</p> <p>A basic evaluation of the effectiveness of the investigation; the aims and objectives are referred to.</p> <p>Recommendations for future investigations are limited and show basic understanding of their own performance.</p> <p>A basic bibliography will be included.</p> <p style="text-align: right;">[0 1 2 3 4]</p>		<p>A detailed analysis of the qualities and skills needed by a care practitioner to deliver effective care. Some application and relevance to the client group.</p> <p>A detailed evaluation of the effectiveness of the investigation; the aims and objectives are referred to, with some attempt to use these as a measuring tool.</p> <p>Recommendations for future investigations are detailed and show some understanding of their own performance.</p> <p>A detailed bibliography will be included which reflects sources of information referred to in the body of the evidence.</p> <p style="text-align: right;">[5 6 7 8]</p>		<p>A comprehensive analysis of the qualities and skills needed by a care practitioner to deliver effective care. Detailed application with explicit relevance to the client group.</p> <p>A comprehensive evaluation of the effectiveness of the investigation; the aims and objectives are used as a measuring tool.</p> <p>Recommendations for future investigations are comprehensive and show detailed understanding of their own performance.</p> <p>The bibliography will be comprehensive and reflect sources of information referred to throughout the body of the evidence. Candidates will comment on how they used the source and how useful that source was.</p> <p style="text-align: right;">[9 10 11 12]</p>				
Total/								
If this is a re-sit, please tick		Session and Year of previous submission	Jan / June	2	0	Please tick to indicate this work has been standardised internally		

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website (www.ocr.org.uk).

Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 5 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.