

Cambridge National

Health and Social Care

Cambridge National Level 1/2 Award/Certificate

Unit **R021/01**: Essential Values of Care for Use with Individuals IN Care Settings

Mark Scheme for January 2014

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotation	Meaning of annotation
	Tick
	Cross
	Level 1
	Level 2
	Level 3
	Benefit of doubt
	Omission mark
	Too vague
	Repeat
	Noted but no credit given
	Example/Reference
	Expandable vertical wavy line

IMPORTANT UPDATE:

ADDITIONAL OBJECTS: You **must** annotate the additional objects for each script you mark. If no credit is to be awarded for the additional object, please use annotation as agreed at the SSU, likely to be 'seen' or the highlighting tool.

CROSSED OUT, RUBRIC ERROR (OPTIONAL QUESTIONS) AND MULTIPLE RESPONSES

Crossed-out Responses: Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions: Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses: When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses: When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**): Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**): If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response): Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

Question		Answer/Indicative content	Mark	Guidance																										
1	(a)	<p>One mark for each method used to reduce the spread of infection, two required. One mark for each way it reduces the spread of infection, two required.</p> <table border="1"> <thead> <tr> <th>Method</th> <th>How it reduces spread of infection</th> </tr> </thead> <tbody> <tr> <td>Hand washing</td> <td><i>Destroys bacteria</i></td> </tr> <tr> <td>Use of hand gel</td> <td><i>to remove bacteria from workers or children's hands</i></td> </tr> <tr> <td>Use of (disposable) aprons/tabard</td> <td><i>barrier method reduces/prevents transfer of bacteria</i></td> </tr> <tr> <td>Cover open wounds</td> <td><i>prevents transfer of bacteria</i></td> </tr> <tr> <td>Use disposable gloves when cleaning up after children</td> <td><i>prevents transfer of bacteria</i></td> </tr> <tr> <td>Disinfect floors/surfaces</td> <td><i>destroys bacteria</i></td> </tr> <tr> <td>Deep cleaning</td> <td><i>ensures high level of cleanliness/destroys bacteria</i></td> </tr> <tr> <td>No jewellery/nail polish/piercings</td> <td><i>removes places for bacteria to be trapped</i></td> </tr> <tr> <td>Good personal hygiene (eg clean clothes/hair/shower every day)</td> <td><i>care worker carries less bacteria/germs</i></td> </tr> <tr> <td>General cleanliness (eg surfaces/floors/bins/toys kept clean)</td> <td><i>reduces/prevents transfer of bacteria</i></td> </tr> <tr> <td>Temporary nursery closure</td> <td><i>reduces opportunity for spreading the virus/bacteria</i></td> </tr> <tr> <td>Send ill children home/keep at home for 48 hours</td> <td><i>stops others from coming into contact with infection</i></td> </tr> </tbody> </table>	Method	How it reduces spread of infection	Hand washing	<i>Destroys bacteria</i>	Use of hand gel	<i>to remove bacteria from workers or children's hands</i>	Use of (disposable) aprons/tabard	<i>barrier method reduces/prevents transfer of bacteria</i>	Cover open wounds	<i>prevents transfer of bacteria</i>	Use disposable gloves when cleaning up after children	<i>prevents transfer of bacteria</i>	Disinfect floors/surfaces	<i>destroys bacteria</i>	Deep cleaning	<i>ensures high level of cleanliness/destroys bacteria</i>	No jewellery/nail polish/piercings	<i>removes places for bacteria to be trapped</i>	Good personal hygiene (eg clean clothes/hair/shower every day)	<i>care worker carries less bacteria/germs</i>	General cleanliness (eg surfaces/floors/bins/toys kept clean)	<i>reduces/prevents transfer of bacteria</i>	Temporary nursery closure	<i>reduces opportunity for spreading the virus/bacteria</i>	Send ill children home/keep at home for 48 hours	<i>stops others from coming into contact with infection</i>	4 2x(1+1)	<p>Examples must relate to early years settings. Answers can relate to protecting children or workers.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • repetition of method from the example. • 'cover mouth when sneezing/coughing' as this is not applied to the scenario or children <p>Reason must relate to the method identified.</p> <p>Repetition of how it reduces the spread of infection is acceptable only if relevant to the method.</p> <p>For 'bacteria' accept 'germs'.</p>
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1	(b)	<p>One mark for each safety procedure, two required.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Emergency fire procedures/fire alarm to alert people • Emergency evacuation procedures • Equipment considerations eg appropriate training, fit for purpose, use of stair gates/sharp items locked away • Correct moving and handling techniques • Risk assessments • Safety signs eg 'wet floor' • Food safety • First aid procedures • Staff to children ratio 	2 (2x1)	<p>The number of ticks must match the number of marks awarded. Accept the first two answers only.</p> <p>Examples must relate to early years settings.</p> <p>Be aware of repetition.</p> <p>Only credit examples of equipment once.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • security measures • data protection • supervision <p>Ensure the answers credited are safety procedures NOT safety <u>measures</u></p>

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2	(b)	<p>One mark for each reason. Four required.</p> <p>Examples of why it is important that rights are maintained:</p> <ul style="list-style-type: none"> • To make people feel valued • To raise self esteem • To empower • To instil confidence • To instil trust • To feel safe • To have equality of access to services/treatments • To have individual needs met. 	4 (4x1)	<p>The number of ticks must match the number of marks awarded. Accept the first four answers only.</p> <p>Be aware of repetition.</p>

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2 (c)	<p>Focus of the question is on the application of the values of care and in particular how to promote equality and diversity</p> <p>Example ways of promoting equality and diversity:</p> <ul style="list-style-type: none"> • All patients should be treated fairly irrespective of age, race, gender, religion, disability, ethnicity, sexuality etc • People should be treated according to their individual needs • Should a care worker witness any discriminatory behaviour this would need to be reported and challenged • Non-discriminatory language when talking to patients • Building adapted for disabled access eg ramps, parking spaces, wide doorways • Facilitate any cultural/religious requirements eg. female doctor/nurse, food, prayer room • Provide for specialist methods of communication eg Braille, sign language • Welcome signs/information available in different languages • Availability of appointment times that suit individual needs • Staff training to raise awareness of equality and diversity 	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Detailed explanation of at least two ways staff promote equality/diversity • Examples linked to health care settings • Correct use of terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> • Examples which may not explicitly link to health care settings • May be list like <p>Must use terminology, eg. non-discriminatory, individual needs, treated fairly, to achieve top of Level 2.</p> <p>Do not accept: 'treat everyone the same'</p> <p>Level 2 (4–6 marks) Answer provides a detailed explanation of at least two ways practitioners could promote equality and diversity. Explicit links will be made to health care settings. Answers will be coherent, using correct terminology.</p> <p>Level 1 (1–3 marks) Answer provides a basic explanation of how practitioners could promote equality and diversity. The answer may be loosely linked to health care settings. At least one example will be given. List-like answers should be placed in this band. Sub-max of 3 for one example done well.</p> <p>0 marks = no response worthy of credit</p>

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3	<p>One mark for each correct feature identified, two required Two marks for each description of impact, two required</p> <table border="1" data-bbox="331 316 1211 1337"> <thead> <tr> <th data-bbox="331 316 712 347">Features of Children Act</th> <th data-bbox="719 316 1211 347">Impact on care practitioners</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 352 712 416">Aims to protect children at risk</td> <td data-bbox="719 352 1211 416"><i>Need to be able to make difficult decisions – ie taking child away from family</i></td> </tr> <tr> <td data-bbox="331 421 712 619">Aims to keep children safe</td> <td data-bbox="719 421 1211 619"><i>Care orders/emergency protection orders Duty of practitioners who work with children to follow safeguarding procedures</i></td> </tr> <tr> <td data-bbox="331 624 712 821">Paramountcy principle</td> <td data-bbox="719 624 1211 821"><i>Issues have to be determined as soon as possible Children’s needs must come first, ie. taking child away from family may adversely affects adults but may be in child’s best interests</i></td> </tr> <tr> <td data-bbox="331 826 712 960">Children should be consulted</td> <td data-bbox="719 826 1211 960"><i>Need to understand how to consult with children – different skills needed – different communication styles</i></td> </tr> <tr> <td data-bbox="331 965 712 1061">Gives children rights</td> <td data-bbox="719 965 1211 1061"><i>Children have to be consulted and their wishes taken into consideration</i></td> </tr> <tr> <td data-bbox="331 1066 712 1168">Working with families/carers</td> <td data-bbox="719 1066 1211 1168"><i>Have to ensure children stay within the wider family circle where possible</i></td> </tr> <tr> <td data-bbox="331 1173 712 1337">ECM – 5 outcomes (staying safe, being healthy, enjoying and achieving, make a positive contribution, economic well-being)</td> <td data-bbox="719 1173 1211 1337"><i>Care practitioners must focus on children achieving the 5 ECM outcomes Care practice needs to reflect the Children Act</i></td> </tr> </tbody> </table>	Features of Children Act	Impact on care practitioners	Aims to protect children at risk	<i>Need to be able to make difficult decisions – ie taking child away from family</i>	Aims to keep children safe	<i>Care orders/emergency protection orders Duty of practitioners who work with children to follow safeguarding procedures</i>	Paramountcy principle	<i>Issues have to be determined as soon as possible Children’s needs must come first, ie. taking child away from family may adversely affects adults but may be in child’s best interests</i>	Children should be consulted	<i>Need to understand how to consult with children – different skills needed – different communication styles</i>	Gives children rights	<i>Children have to be consulted and their wishes taken into consideration</i>	Working with families/carers	<i>Have to ensure children stay within the wider family circle where possible</i>	ECM – 5 outcomes (staying safe, being healthy, enjoying and achieving, make a positive contribution, economic well-being)	<i>Care practitioners must focus on children achieving the 5 ECM outcomes Care practice needs to reflect the Children Act</i>	6 (2 x 3)	<p>The number of ticks must match the number of marks awarded.</p> <p>Impacts may be interchangeable - but be aware of repetition.</p> <p>For ECM – the 5 outcomes count as one feature, so credit individual features once only.</p> <p>1 mark for a basic description; 2 marks for full description of impact.</p> <p><i>Candidates may identify that James’s beliefs about keeping children with the family may need to change.</i></p> <p>Do not accept: ‘provides education’</p> <p>Answers must refer to impact on care practitioners, NOT on the children</p>
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Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
4	(a)	<p>When to complain - rights have not been met: Examples of these rights not being met may be reflected in the answers as reasons for having to make a complaint:</p> <ul style="list-style-type: none"> • Choice • Confidentiality • Protection from abuse and harm • Equal and fair treatment • Consultation. <p>Options available:</p> <ul style="list-style-type: none"> • Choose to make a complaint or not • Choose when to make a complaint – straight away or later • Who to complain to • Choose to take up issue with external input – eg police, solicitor, local health authority, CQC, Ofsted, Equality Commission • Refer to legislation <p>Steps to take:</p> <ul style="list-style-type: none"> • Think about/write down what happened/issue/incident/retain evidence/take advice • Stay calm • Talk to someone in authority • Reflect • Explain how individual feels/was treated/show evidence • Listen to other views/perspectives • Pursue further if needed eg take specialist advice 	8	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • Detailed explanation • Reference to maintaining rights is clear • Options and steps included • Correct use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Sound explanation • Some reference to maintaining rights – may lack clarity • Two of the three bullets included, or three in brief • Some use of terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> • Basic explanation/more descriptive • Does not refer to maintaining rights • List like <p>Quality of explanation is required to achieve Levels 2 or 3. Briefly covering all three bullets is not sufficient to achieve more than 4 marks. Detail and depth is required.</p>	<p>Level 3 (7–8 marks) Answer provides a detailed explanation of at least how information about complaints procedures helps to maintain rights. It will refer to at least two of the bullets (rights/options/steps) relating to individuals being provided with information about complaints procedures. Answers will be coherent, using correct terminology.</p> <p>Level 2 (4–6 marks) Answer provides a sound explanation of how information about complaints procedures helps to maintain rights relating to at least two of the bullets (rights/options/steps) relating to individuals being provided with information about complaints procedures. Answers will be factually correct but still need developing. Some correct terminology will be used. Sub-max of 4 for one bullet done well</p> <p>Level 1 (1–3 marks) Answer provides a basic explanation of the benefits to individuals of being provided with information about complaints procedures. List like answers should be placed in this band.</p> <p>0 marks = no response worthy of credit</p>

Question	Answer/Indicative content	Mark	Guidance
4 (b)	<p>One mark for each correct setting identified. Three required.</p> <p>Health setting:</p> <ul style="list-style-type: none"> • GP surgery/doctors/GP • Medical centre • Hospital • Health centre • Nursing home • Clinic • Dentist • Optician • Pharmacy • Drop in centre <p>Social care setting:</p> <ul style="list-style-type: none"> • Residential care home • Retirement home • Day centre • Lunch club • Support group/counselling • Social services department/office • Youth club <p>Early years setting:</p> <ul style="list-style-type: none"> • Nursery • Playgroup • Nursery school/primary school • Children's centre • Breakfast club • Parent/toddler group <p>This list is not exhaustive, accept other appropriate examples.</p>	3 (3x1)	<p>The number of ticks must match the number of marks awarded. Accept the first three answers only.</p> <p>Do not credit repeats or care values.</p>

Question	Answer/Indicative content	Mark	Guidance														
4 (c)	<p>Two marks for each correct way identified, two required.</p> <p>Encouraging children's learning and development:</p> <table border="1" data-bbox="331 331 1081 1321"> <thead> <tr> <th data-bbox="331 331 667 371">Ways of encouraging</th> <th data-bbox="667 331 1081 371">Additional detail/examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 371 667 539">Providing a range of activities</td> <td data-bbox="667 371 1081 539"><i>enables different skills to be developed eg includes physical and mental and creative activities</i></td> </tr> <tr> <td data-bbox="331 539 667 675">Providing a well planned curriculum</td> <td data-bbox="667 539 1081 675"><i>meets different/individual needs eg language skills as well as numeracy skills, literacy</i></td> </tr> <tr> <td data-bbox="331 675 667 810">Activities are designed to stretch learning</td> <td data-bbox="667 675 1081 810"><i>such as extension activities – new activities encourage experimentation</i></td> </tr> <tr> <td data-bbox="331 810 667 978">Monitoring child's progress</td> <td data-bbox="667 810 1081 978"><i>introducing additional activities when child is able to cope with higher demands rewards system eg stars, praise letters home etc</i></td> </tr> <tr> <td data-bbox="331 978 667 1153">Ensuring all areas/resources are accessible</td> <td data-bbox="667 978 1081 1153"><i>meeting individual needs eg. physical access, special educational needs, learning disabilities</i></td> </tr> <tr> <td data-bbox="331 1153 667 1321">Making activities fun to do</td> <td data-bbox="667 1153 1081 1321"><i>will make the child more focussed and interested in learning as they will enjoy it</i></td> </tr> </tbody> </table>	Ways of encouraging	Additional detail/examples	Providing a range of activities	<i>enables different skills to be developed eg includes physical and mental and creative activities</i>	Providing a well planned curriculum	<i>meets different/individual needs eg language skills as well as numeracy skills, literacy</i>	Activities are designed to stretch learning	<i>such as extension activities – new activities encourage experimentation</i>	Monitoring child's progress	<i>introducing additional activities when child is able to cope with higher demands rewards system eg stars, praise letters home etc</i>	Ensuring all areas/resources are accessible	<i>meeting individual needs eg. physical access, special educational needs, learning disabilities</i>	Making activities fun to do	<i>will make the child more focussed and interested in learning as they will enjoy it</i>	4 2x2	<p>One mark for basic explanation. One mark for additional detail or example.</p> <p>Answers must relate to early years practitioner. Answers must relate to encouraging learning and development.</p> <p>Accept valid alternative ways and examples but be aware of repetition.</p> <p>'Fun' must be linked to development/learning.</p>
Ways of encouraging	Additional detail/examples																
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Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
4	(d)	<p>Example emotional effects:</p> <ul style="list-style-type: none"> • Loss of trust • Humiliation • Embarrassed/ashamed • Stress/anxiety • Anger/become aggressive • Frustration • Upset/unhappy • Low self-esteem/confidence • Depression • Withdrawn/isolated • Scared/fearful • Will not want to use services • Will feel they can't disclose important information, about their health for example, in future <p>This list is not exhaustive, accept other appropriate examples.</p>	4	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Detailed description with links to situations • 2 or more effects <p>Sub-max of 3 for one effect done well</p> <p>Level 1 checklist</p> <ul style="list-style-type: none"> • Basic description/effects not developed • List like <p>Only credit emotional effects</p>	<p>Level 2 (3-4 marks) Answer provides a detailed description of two emotional effects on individuals if right to confidentiality is not applied.</p> <p>Sub-max of 3 for one effect done well</p> <p>Level 1 (1-2 marks) Answer provides a basic description of emotional effects on individuals if right to confidentiality is not applied. List like answers should be placed in this band.</p> <p>0 marks = no response worthy of credit</p>

Question		Answer/Indicative content	Mark	Guidance												
5	(a)	<table border="1"> <thead> <tr> <th>Statements</th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The Mental Health Act allows for people to be admitted into hospital against their will.</td> <td>✓</td> <td></td> </tr> <tr> <td>The Equality Act makes discrimination in the workplace illegal.</td> <td>✓</td> <td></td> </tr> <tr> <td>The Data Protection Act states that care workers should never share service user's confidential information with others.</td> <td></td> <td>✓</td> </tr> </tbody> </table>	Statements	True	False	The Mental Health Act allows for people to be admitted into hospital against their will.	✓		The Equality Act makes discrimination in the workplace illegal.	✓		The Data Protection Act states that care workers should never share service user's confidential information with others.		✓	3 (3x1)	Only those answers given are acceptable.
Statements	True	False														
The Mental Health Act allows for people to be admitted into hospital against their will.	✓															
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Question		Answer	Marks	Guidance	
				Content	Levels of response
5	(b)	<p>Answers must relate to either Health and Safety at Work Act or the Mental Health Act</p> <p>Generally the legislation:</p> <ul style="list-style-type: none"> • States individual's rights • Provides a framework for provision of services • Sets out the standards of practice and conduct • Improves standards of care • Helps practitioners do their job effectively • Provides a system of redress (HASAWA only) <p>Accept appropriate examples from specific legislation:</p> <p>Health and Safety at Work Act To be protected/safe Employers must ensure the following:</p> <ul style="list-style-type: none"> • The working environment must not put anyone at risk • The equipment provided must be safe and in good working order • They must provide adequate health and safety training for staff • A written health and safety policy should be provided • Protective equipment, if needed, must be available free of charge to employees <p>Employees must ensure the following:</p> <ul style="list-style-type: none"> • Must cooperate with their employer by following health and safety regulations in the workplace • Must report any hazards to the employer 	4	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Sound description • Two or more examples or one done well • Correct use of terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> • Basic description • List like <p>Do not credit any other legislation – HASAWA and MHA only</p>	<p>Level 2 (3–4 marks) Answer provides a sound description of how legislation can support an individual's rights. Answers will be factually correct but may still need developing at the lower end of this level. Correct terminology will be used.</p> <p>Level 1 (1–2 marks) Answer provides a basic description of how legislation can support an individual's rights. List like answers should be placed in this band.</p> <p>0 marks = no response worthy of credit</p>

Question		Answer	Marks	Guidance	
5	(b) ctd	<ul style="list-style-type: none"> • Not to misuse or tamper with equipment provided that meets health and safety regulations eg fire extinguishers • Take care of themselves and others in the workplace <p>Mental Health Act</p> <ul style="list-style-type: none"> • Treatment – sets out processes to be followed for involuntary admission/voluntary admission (difference between formal and informal patients) • Compulsory admissions for people who are thought to be a danger to themselves or to others – rights of wider society and family • Sets out processes and safeguards for patients with a mental disorder (sectioning procedures) • Patients right to have their nearest relative to represent them/there is a duty for an advocate to be provided • Supervised community treatment (SCT)/aftercare to aid recovery and integration back into society • Electro convulsive therapy (ECT) – new safeguards for patients 			

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

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Education and Learning

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Facsimile: 01223 552553

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