Vocational Qualifications (QCF, NVQ, NQF)

Preparing to work in Adult Social Care

Level 2 Certificates in Preparing to Work in Adult Social Care **04700**

Level 3 Certificates in Preparing to Work in Adult Social Care **04701**

Level 2 Award in Employment Responsibilities & Rights in Health, Social Care and Children and Young People's Settings **04711**

Level 2 Awards in Awareness of Dementia **05919**

Level 3 Awards in Awareness of Dementia **05921**

OCR Report to Centres 2014 – 2015

CONTENTS

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Level 2 Certificates in Preparing to Work in Adult Social Care **04700**

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Level 3 Awards in Awareness of Dementia **05921**

OCR REPORT TO CENTRES

Level 2 Certificates in Preparing to Work in Adult Social Care 04700

Level 3 Certificates in Preparing to Work in Adult Social Care 04701

Level 2 Award in Employment Responsibilities & Rights in Health, Social Care and Children and Young People's Settings 04711

Level 2 Awards in Awareness of Dementia 05919

Level 3 Awards in Awareness of Dementia 05921

1. Overview:

The **Level 2 Certificate in Preparing to Work in Adult Social Care (04700)** has a minimum credit value of 20 credits. Candidates must achieve all 9 mandatory units. The certificate includes knowledge-based units that focus on the core areas related to working in adult social care settings: communication, personal development, diversity, equality and inclusion, safeguarding and protection, duty of care, role of the social care worker, person-centred approaches, health and safety and handling information. The certificate forms part of the apprenticeship framework and can be used to progress onto the Level 2 Diploma in Health and Social Care (Adults) England.

The **Level 3 Certificate in Preparing to Work in Adult Social Care (04701)** has a minimum credit value of 21 credits. Candidates must achieve all 9 mandatory units. The certificate includes knowledge-based units that focus on the core areas related to working in adult social care settings: communication, personal development, diversity, equality and inclusion, safeguarding and protection, duty of care, role of the social care worker, person-centred approaches, health and safety and handling information.

The **Level 2 Award in Employment Responsibilities & Rights in Health, Social Care and Children and Young People's Settings (04711)** has a minimum credit value of 3 credits. Candidates must achieve 1 unit. It aims to assess candidates' knowledge of the health, social care and children and young people's sector and their role within it. It covers areas such as statutory responsibilities and rights of employees and employers, awareness of own occupational role and agreed ways of working with employers. This qualification has been included in the apprenticeship frameworks for the sector.

The **Level 2 Award in Awareness of Dementia (05919)** has a minimum credit value of 8 credits. Candidates must achieve all 4 mandatory units. The award includes knowledge-based units that link to the units and dementia pathway included in the health and social care diplomas. It can be used as a basis to progress onto the Level 2 Diploma in Health & Social Care (Adults).

The **Level 3 Award in Awareness of Dementia (05921)** has a minimum credit value of 11 credits. Candidates must achieve all 4 mandatory units. The award includes knowledge-based units that link to the units and dementia pathway included in the health and social care diplomas. It can be used as a basis to progress onto the Level 3 Diploma in Health & Social Care (Adults)

Assessment of these qualifications for this academic year was of high quality. Centres have continued to provide candidates with effective support and a range of resources including the

use of workbooks; individual and group discussions; and the development of projects and assignments that are designed to ensure learners understand and develop their knowledge across the key concepts explored within each unit of these qualifications. Some centres also made effective use of OCR's model assignments. It was also noted that the use of real-life case scenarios proved to be a valuable source of evidence across this suite of qualifications. All digital and paper based recorded evidence reflected clear and detailed audit trails with dates and signatures from candidates, assessors/tutors and internal moderators present.

Good practice areas that were noted across centres included the following.

Assessment Methods
A wide range of methods have been used by centres across both the Level 2 and Level 3 qualifications to enable candidates to evidence their knowledge across the units' assessment criteria. These included case studies, real-life case scenarios, reflective accounts, research projects, assignments, discussions, questioning, peer and tutor observations and witness testimonies.

Candidates' Individual Needs
Additional time and support including the use of voice recordings have been made available to enable candidates who find it difficult to express their knowledge in writing to make progress with their qualifications whilst ensuring that the quality and depth of the evidence is of a good quality and meets the units' assessment criteria in full.

Digitally Recorded Evidence
Group discussions recorded with candidates indicated clearly their individual contributions; these were clearly recorded and auditable.

Discussions
Discussions completed and recorded with candidates followed a good protocol, with clear introductions from both parties and were conducted in private areas.

Internal Moderation
Internal moderators' feedback and outcomes were clearly recorded and auditable.

Work Settings
Where candidates are in work placements or employment effective use was made across all level 2 and level 3 qualifications of their work settings' procedures.

Areas for development that were noted across centres included the following.

Contextualising Candidates' Responses
There were some very good practice-based evidence included in candidates' work for both the level 2 and level 3 qualifications. Some candidates for scheme 04711 included general written responses to questions. More use of examples and the inclusion of specific examples would have better supported candidates' understanding of the assessment criteria and put their responses into context.

2. General Comments

Good practice areas that were noted in relation to the performance of candidates completing a Level 2 qualification included the following.

Assignments
Assignments were completed in detail and to a high standard. For example, the assignments completed for Scheme 04700, Unit 1: Principles of communication in adult social care settings and Scheme 05919, Unit 1: Dementia Awareness met the set brief fully and contained all the required information. In addition, all research undertaken by candidates had been sourced carefully, was relevant to the sector and was clearly and accurately referenced.

Reflections
Reflections completed by candidates for the level 2 qualifications were individual and very thorough. Some candidates chose to keep a reflective diary of their experiences whilst working, volunteering and on work placements. The entries in these proved to be valuable sources of evidence.

Questioning
Candidates' verbal and written responses across the level 2 qualifications were supported with good, practical examples of how they ensured their practices reflected safe, effective and compassionate care and support of adults, children and young people.

Good practice areas that were noted in relation to the performance of candidates completing a Level 3 qualification included the following.

Specialist Knowledge
Projects, assignments and case scenarios completed by candidates evidenced their knowledge well across a number of areas namely around: safeguarding, health and safety, person-centred working and handling information.

Witness Testimony
Candidates made effective use of witness testimony from their line managers and supervisors. Additional questioning completed further supported candidates' understanding of the reasons why they had requested a witness testimony; it was evident that the process was very much led by the candidates rather than by their assessors.

Work Product Evidence
A good range of work products was used by candidates to support the assessment criteria within units, in particular in relation to risk assessment and personal development planning.

Areas for development that were noted in relation to the performance of candidates completing a Level 2 qualification included the following.

Meeting the Assessment Criteria Fully
There were some very good examples of detailed work by candidates that met fully the assessment criteria contained in units in both the level 2 and level 3 qualifications. Some candidates for scheme 04711 omitted to provide sufficient information in their evidence to meet the command word 'explain'; additional questioning of candidates can be used to provide more depth to their responses.

Some candidates for scheme 05919 omitted to provide brief details for assessment criteria that had a command verb of 'outline'; key points were identified instead. Candidates would benefit from being guided by centres in relation to the difference between the command words, 'identify' and 'outline'.

Areas for development that were noted in relation to the performance of candidates completing a Level 3 qualification included the following.

RPL Evidence
Some candidates are submitting RPL evidence and asking their assessors to determine its suitability. It is important that candidates are able to demonstrate the reasons why the RPL evidence may be suitable as well as show its application and relevance to specific units and associated learning outcomes and assessment criteria, by completing a personal statement for example.

3. Comments on Individual Units

Units for Scheme 04700

Unit 1: Principles of communication in adult social care settings
LO1 - Understand why communication is important in adult social care settings
LO2 – Understand how to meet the communication and language needs, wishes and preferences of an individual
LO3 – Understand how to reduce barriers to communication
LO4 – Understand confidentiality in adult social care settings

For **LO1, AC 1.2** Explain how effective communication affects all aspects of the learner's work, it is important for candidates to explain the impact in relation to 'all aspects' of working in adult social care settings. **LO2, AC2.2** Describe a range of communication methods. Candidates' descriptions included a range of non-verbal and verbal communication methods. For **LO3, AC3.4** Identify sources of information and support or services to enable more effective communication, some candidates were tasked with a research activity and presented the required information in terms of own work setting and services available in their local areas. **LO4, AC4.1** Define the term 'confidentiality'. Learners' definitions were in the context of working in adult social care settings.

Unit 2: Principles of personal development in adult social care settings
LO1 - Understand what is required for good practice in adult social care roles
LO2 –Understand how learning activities can develop knowledge, skills and understanding
LO3 –Know how a personal development plan can contribute to own learning and development

For **LO1, AC1.3** Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work, candidates also included in their descriptions examples of different personal attitudes and beliefs to meet fully this assessment criterion. For **LO2, AC2.1** Describe how a learning activity has improved own knowledge, skills and understanding and **AC2.2** Describe how reflecting on a situation has improved own knowledge, skills and understanding, candidates' descriptions must make reference to 'knowledge, skills and understanding' to fully meet these assessment criteria. For **LO3, AC 3.2** Identify who could be involved in the personal development plan process and **AC3.3** Identify sources of support for own learning and development, candidates made good use of their own personal development plans available from their work settings.

Unit 3: Principles of diversity, equality and inclusion in adult social care settings
LO1 - Understand the importance of diversity, equality and inclusion
LO2 – Know how to work in an inclusive way
LO3 – Know how to access information, advice and support about diversity, equality, inclusion and discrimination

For **LO1, AC1.2** Describe how direct or indirect discrimination may occur in the work setting, candidates detailed examples of ways in which discrimination may occur both directly and indirectly in the work setting, although examples of both are not required to meet fully this assessment criterion. For **LO2, AC2.3** Describe ways in which discrimination may be challenged in adult social care settings, more than one way must be detailed by candidates to meet fully this

assessment criterion. For **LO3, AC3.2** Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination, candidates addressed the 'how' and 'when' aspects of this assessment criterion in detail and linked it to the work setting.

Unit 4: Principles of safeguarding and protection in health and social care
LO1 - Know how to recognise signs of abuse
LO2 – Know how to respond to suspected or alleged abuse
LO3 - Understand the national and local context of safeguarding and protection from abuse
LO4 – Understand ways to reduce the likelihood of abuse
LO5 – Know how to recognise and report unsafe practices

For **LO1, AC1.1** Define the following types of abuse: physical abuse, sexual abuse, emotional/psychological abuse, financial abuse, institutional abuse, self-neglect and neglect by others, candidates reflected a detailed understanding of each type of abuse as well as of the associated signs and symptoms for each type. Candidates' explanations for **LO2, AC2.1**, Explain the actions to take if there are suspicions that an individual is being abused and **AC2.2**, Explain the actions to take if an individual alleges that they are being abused included in detail the key actions to take in line with their responsibilities in responding to both suspected and alleged abuse. For **LO3, AC3.1** Identify national policies and local systems that relate to safeguarding and protection from abuse, candidates' responses reflected a good knowledge of the policies and procedures in place in relation to safeguarding and protection from abuse.

For **LO4, AC4.1** Explain how the likelihood of abuse may be reduced by: working with person-centred values, encouraging active participation and promoting choice and rights, candidates included good examples in relation to each aspect of this assessment criterion. For **LO5, AC5.2** Explain the actions to take if unsafe practices have been identified, candidates' explanations must also include the reasons for the actions to take if unsafe practices have been identified to fully meet this assessment criterion.

Unit 5: Introduction to duty of care in health, social care or children's and young people's settings
LO1 – Understand the implications of duty of care
LO2 – Understand support available for addressing dilemmas that may arise about duty of care
LO3 - Know how to respond to complaints

For **LO1, AC1.2** Define the term 'duty of care', learners' definitions were in the context of roles in adult care or children and young people's settings. For **LO2, AC2.1** Describe dilemmas that may arise between the duty of care and an individual's rights, learners are required to describe more than one dilemma to meet fully this assessment criterion. For **LO3, AC3.1** Describe how to respond to complaints, detailed evidence of 'how' to respond was presented.

Unit 6: Understand the role of the social care worker
LO1 – Understand working relationships in social care settings
LO2 - Understand the importance of working in ways that are agreed with the employer
LO3 – Understand the importance of working in partnership with others

For **LO1, AC1.2** Describe different working relationships in social care settings, centres provided candidates with case scenarios to use as a basis for their descriptions; these proved to be a valuable way of generating evidence. For **LO2, AC2.2** Outline what is meant by agreed ways of working, learners reflected a clear understanding of the meaning of 'agreed ways of working'. For **LO3, AC3.3** Identify skills and approaches needed for resolving conflicts, centres guided candidates by ensuring that they identified examples of both skills and approaches and that these were relevant to resolving conflicts.

Unit 7: Understand person-centred approaches in adult social care settings
LO1 – Understand person-centred approaches for care and support
LO2 – Understand how to implement a person-centred approach in an adult social care setting
LO3 – Understand the importance of establishing consent when providing care or support
LO4 – Understand how to encourage active participation
LO5 – Understand how to support an individual's right to make choices
LO6 – Understand how to promote an individual's well-being

For **LO1, AC1.1** Define person-centred values, candidates' definitions were detailed and were based on the person-centred values included in the exemplification guidance provided with the unit. Candidates used case studies of individuals to generate evidence for the assessment criteria contained within **LO2 and LO4**. For **LO3, AC3.4** Explain what steps to take if consent cannot be readily established, candidates' explanations included sensitive and professional approaches.

For **LO5, AC5.4** Explain why a worker's personal views should not influence an individual's choices, candidates' explanations reflected an in depth understanding of how an individual's choices must not be influenced through personal views held. For **LO6, AC6.2** Describe attitudes and approaches that are likely to promote an individual's well-being, both 'attitudes' and 'approaches' must be described to meet fully this assessment criterion.

Unit 8: Understand health and safety in social care settings
LO1 – Understand the different responsibilities relating to health and safety in social care settings
LO2 – Understand the use of risk assessments in relation to health and safety
LO3 – Understand procedures for responding to accidents and sudden illness
LO4 - Know how to reduce the spread of infection
LO5 – Know how to move and handle equipment and other objects safely
LO6 – Understand the principles of assisting and moving an individual
LO7 - Know how to handle hazardous substances
LO8 – Know environmental safety procedures in the social care setting
LO9 – Know how to manage stress
LO10 – Understand procedures regarding handling medication
LO11 – Understand how to handle and store food safely

For **LO1, AC1.3**, Outline the main health and safety responsibilities of the social care worker, the employer or manager and individuals, candidates provided details of a range of responsibilities that were relevant to each of these job roles. For **LO2, AC2.1** Define what is meant by 'hazard' and 'risk', candidates reflected a clear understanding of each term and some candidates also included examples of each to support their definitions. For **LO3, AC3.1** Describe different types of accidents and sudden illness that may occur in a social care setting, a range of accidents and sudden illness that may occur were detailed. For **LO4, AC4.3** Explain the most through method for hand washing, some candidates' explanations were supported with a detailed hand-washing diagram. For **LO5, AC5.2** List principles for safe moving and handling, some candidates presented their findings clearly in the form of a spider diagram.

For **LO6, AC6.2** Explain the importance of following an individual's care plan and fully engaging with them when assisting and moving, both aspects of this assessment criterion must be explained to fully meet it's scope. For **LO7, AC7.1** Identify hazardous substances that may be found in the social care setting, it is important that candidates identify only hazardous substances that may be found in social care settings. Candidates reflected an in depth knowledge of environmental safety procedures to follow for **LO8** and related their responses specifically to social care settings.

For **LO9, AC9.2** Identify circumstances that tend to trigger own stress, candidates included individual and detailed responses that related to them personally. For **LO10, AC10.1** Describe the main points of agreed procedures about handling medication, some candidates omitted to relate their descriptions to 'ordering, receiving, storing, recording and disposing' medicines – all these aspects must be taken into account by learners. For **LO11, AC11.1** Identify food safety standards relevant to a social care setting, candida tes demonstrated good knowledge of relevant legislation, policies and guidelines.

Unit 9: Understand how to handle information in social care settings
LO1 – Understand the need for secure handling of information in social care settings
LO2 – Know how to access support for handling information in social care settings

For **LO1, AC1.1** Identify the legislation that relates to the recording, storage and sharing of information in social care, candidates took into account all aspects of this assessment criterion in relation to the 'recording, storage and sharing of information'. For **LO2, AC2.2** Outline what actions to take when there are concerns over the recording, storing or sharing of information, candidates detailed clearly the key actions that must be taken.

Units for Scheme 04701

Unit 1: Principles of communication in adult social care settings
LO1 - Understand why effective communication is important in adult social care settings
LO2 – Understand how to meet the communication and language needs, wishes and preferences of an individual
LO3 – Understand how to overcome barriers to communication
LO4 – Understand principles and practices relating to confidentiality

For **LO1, AC 1.2** Explain how communication affects relationships in adult social care settings, it is important for candidates to explain the impact in relation to different relationships in adult social care settings. For **LO2, AC2.2** Describe a range of communication methods and styles to meet individual needs, candidates' descriptions included a range of non-verbal and verbal communication methods as well as a range of different communication styles that can be used. For **LO3, AC3.1** Explain how individuals from different backgrounds may use communication methods in different ways, case scenarios of individuals from different backgrounds proved to be a valuable source of evidence. For **LO4, AC4.1** Explain the meaning of the term 'confidentiality', candidates' explanations were detailed and in the context of working in adult social care settings.

Unit 2: Principles of personal development in adult social care settings
LO1 - Understand how to reflect on practice in adult social care
LO2 –Understand the importance of feedback in improving own practice
LO3 –Understand how a personal development plan can contribute to own learning and development

For **LO1, AC1.4** Describe how own values, belief systems and experiences may affect working practice, candidates must include details of own 'values, belief systems and experiences' to meet fully this assessment criterion. For **LO2, AC2.1** Explain how people may react and respond to receiving constructive feedback, learners used the exemplification as guidance in relation to the meaning of constructive feedback; that is, positive feedback and opportunities for development. For **LO3, AC 3.2** Identify sources of support for planning and reviewing own development, candidates made good use of their own personal development plans available from their work settings.

Unit 3: Principles of diversity, equality and inclusion in adult social care settings
LO1 - Understand the importance of diversity, equality and inclusion
LO2 – Understand how to work in an inclusive way
LO3 – Understand how to raise awareness of diversity, equality and inclusion

For **LO1, AC1.2** Describe the potential effects of discrimination, candidates detailed examples of a range of potential effects to meet fully this assessment criterion. For **LO2, AC2.4** Describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences and for **LO3, AC3.3** Explain how to support others to promote diversity, equality and inclusion, candidates used reflective accounts and some candidates' witness testimonies obtained from their managers to evidence their knowledge of this assessment criterion.

Unit 4: Principles of safeguarding and protection in health and social care
LO1 - Know how to recognise signs of abuse
LO2 – Know how to respond to suspected or alleged abuse
LO3 - Understand the national and local context of safeguarding and protection from abuse
LO4 – Understand ways to reduce the likelihood of abuse
LO5 – Know how to recognise and report unsafe practices

For **LO1, AC1.1** Define the following types of abuse: physical abuse, sexual abuse, emotional/psychological abuse, financial abuse, institutional abuse, self-neglect and neglect by others, candidates reflected a detailed understanding of each type of abuse as well as of the associated signs and symptoms for each type. Candidates' explanations for **LO2, AC2.1**, Explain the actions to take if there are suspicions that an individual is being abused and **AC2.2**, Explain the actions to take if an individual alleges that they are being abused included in detail the key actions to take in line with their responsibilities in responding to both suspected and alleged abuse. For **LO3, AC3.1** Identify national policies and local systems that relate to safeguarding and protection from abuse, candidates' responses reflected a good knowledge of the policies and procedures in place in relation to safeguarding and protection from abuse.

For **LO4, AC4.1** Explain how the likelihood of abuse may be reduced by: working with person-centred values, encouraging active participation and promoting choice and rights, candidates included good examples in relation to each aspect of this assessment criterion. For **LO5, AC5.2** Explain the actions to take if unsafe practices have been identified, candidates' explanations must also include the reasons for the actions to take if unsafe practices have been identified to fully meet this assessment criterion.

Unit 5: Principles for implementing duty of care in health, social care or children's and young people's settings
LO1 – Understand how duty of care contributes to safe practice
LO2 – Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care
LO3 - Know how to respond to complaints

For **LO1, AC1.1** Explain what it means to have a 'duty of care' in own work role, candidates' definitions were in the context of roles in health and social care. For **LO2, AC2.1** Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights, candidates' are required to describe more than one conflict or dilemma to meet fully this assessment criterion. For **LO3, AC3.1** Describe how to respond to complaints, detailed evidence of 'how' to respond was presented by candidates.

Unit 6: Understand the role of the social care worker
LO1 – Understand working relationships in social care settings
LO2 - Understand the importance of working in ways that are agreed with the employer
LO3 – Understand the importance of working in partnership with others

For **LO1, AC1.2** Describe different working relationships in social care settings, centres provided candidates with case scenarios to use as a basis for their descriptions; these proved to be a valuable way of generating evidence. For **LO2, AC2.2** Outline what is meant by agreed ways of working, candidates reflected a clear understanding of the meaning of 'agreed ways of working'. For **LO3, AC3.3** Identify skills and approaches needed for resolving conflicts, centres guided candidates with ensuring that they identified examples of both skills and approaches and that these were relevant to resolving conflicts.

Unit 7: Understand person-centred approaches in adult social care settings
LO1 – Understand person-centred approaches in adult social care
LO2 – Understand how to implement a person-centred approach in an adult social care setting
LO3 – Understand the importance of establishing consent when providing care or support
LO4 – Understand how to implement and promote active participation
LO5 – Understand how to support an individual's right to make choices
LO6 – Understand how to promote an individual's well-being
LO7 – Understand the role of risk assessment in enabling a person-centred approach

For **LO1, AC1.1** Describe person-centred approaches, candidates' descriptions were detailed and were based on some of the person-centred approaches included in the exemplification guidance provided with the unit.   Candidates used case studies of individuals to generate evidence for the assessment criteria contained within **LO2 and LO4**. For **LO3, AC3.3** Explain what steps to take if consent cannot be readily established, candidates' explanations included sensitive and professional approaches.

For **LO5, AC5.3** Explain the consequences of allowing the personal views of others to influence an individual's choices, candidates' explanations reflected an in-depth understanding of how an individual's choices must not be influenced through personal views held. For **LO6, AC6.2** Explain factors that contribute to the well-being of an individual, candidates addressed fully different aspects of an individual's well-being as per the exemplification guidance provided. For **LO7, AC7.1** Compare different uses of risk assessment in adult social care settings, candidates must clearly state the different uses of risk assessments as well as consider the similarities that there are between them.

Unit 8: Understand health and safety in social care settings
LO1 – Understand the different responsibilities relating to health and safety in social care settings
LO2 – Understand risk assessments and their importance in relation to health and safety
LO3 – Understand procedures for responding to accidents and sudden illness
LO4 – Understand how to reduce the spread of infection
LO5 – Understand how to move and handle equipment and other objects safely
LO6 – Understand the principles of assisting and moving an individual
LO7 – Understand how to handle hazardous substances
LO8 – Understand how to promote environmental safety procedures in the social care setting
LO9 – Understand how to manage stress
LO10 – Understand procedures regarding handling medication
LO11 – Understand how to handle and store food safely

For **LO1, AC1.3**, Compare the differences in the main health and safety responsibilities of the social care worker, the employer or manager and others in the social care setting, candidates provided details of a range of responsibilities that were relevant to each of these. For **LO2, AC2.2** Explain the steps to carrying out a risk assessment, some candidates used a real risk

assessment template to explain each of the steps involved. For **LO3, AC3.1** Describe different types of accidents and sudden illness that may occur in a social care setting, a range of accidents and sudden illness that may occur were detailed. For **LO4, AC4.2** Explain the following prevention methods: hand washing, own personal hygiene and encouraging the individual's personal hygiene, candidates detailed their reflections on carrying out these tasks and provided details in relation to how each of these methods can reduce the spread of infection. For **LO5, AC5.2** Explain how following principles for safe moving and handling protects those in the social care setting from injury or harm, additional questioning of candidates was used to ensure candidates evidenced their knowledge of how safe moving and handling can protect those in the social care setting.

For **LO6, AC6.3** Explain the consequences of not following an individual's care plan or fully engaging with them when assisting and moving, both aspects of this assessment criterion must be explained to fully meet its scope. For **LO7, AC7.1** Describe types of hazardous substances that may be found in the social care setting, it is important that candidates describe different types of hazardous substances that may be found in social care settings. Candidates reflected an in depth knowledge of environmental safety procedures to follow for **LO8** and related their responses specifically to social care settings.

For **LO9, AC9.2** Describe factors that tend to trigger own stress, candidates included individual and detailed responses that related to them personally. For **LO10, AC10.1** Describe the main points of agreed procedures about handling medication, some candidates omitted to relate their descriptions to 'ordering, receiving, storing, recording and disposing' medicines – all these aspects must be taken into account by candidates. For **LO11, AC11.1** Describe the main points of food safety standards in a social care setting, candidates demonstrated a good knowledge of a range of current food safety standards.

Unit 9: Understand how to handle information in social care settings
LO1 – Understand requirements for handling information in social care settings
LO2 – Understand good practice in handling information in social care settings
LO3 – Understand how to support others to handle information

For **LO1, AC1.1** Identify legislation and codes of practice that relate to handling information in social care settings, candidates presented their findings in the form of a spider diagram. For **LO2, AC2.2** Describe practices that ensure security when storing and accessing information, candidates detailed clearly a range of key practices relevant to both storing and accessing information. For **LO3** learners took into account how to support a range of others to handle information.

Unit for Scheme 04711

Unit 1: Understand employment responsibilities and rights in health, social care or children and young people's settings
LO1 – Know the statutory responsibilities and rights of employees and employers within own area of work
LO2 – Understand agreed ways of working that protect own relationship with employer
LO3 – Understand how own role fits within the wider context of the sector
LO4 – Understand career pathways available within own and related sectors
LO5 – Understand how issues of public concern may affect the image and delivery of services in the sector

For **LO1, AC1.4** Identify sources and types of information and advice available in relation to employment responsibilities and rights, examples of sources and types of both information and advice must be provided by candidates to meet fully this assessment criterion. For **LO2, AC2.3** Describe the procedures to follow in event of a grievance, some candidates used their

knowledge of their own work setting's grievance procedures. For **LO3, AC3.1** Explain how own role fits within the delivery of the service provided, candidates reflected very good understanding of the purpose and remit of their roles in terms of the organisations they worked for. For **LO4, AC4.1** Explore different types of occupational opportunities, centres tasked candidates with conducting some independent research to generate their evidence for this assessment criterion. For **LO5, AC5.2** Outline different viewpoints around an issue of public concern relevant to the sector, it is important that candidates make clear in their outlines the issue of public concern to which the different viewpoints relate.

Units for Scheme 05919

Unit 1: Dementia Awareness
LO1 – Understand what dementia is
LO2 – Understand key features of the theoretical models of dementia
LO3 – Know the most common types of dementia and their causes
LO4 – Understand factors relating to an individual's experience of dementia

For **LO1, AC1.3** Explain why depression, delirium and age related memory impairment may be mistaken for dementia, candidates addressed in detail the three aspects of this assessment criterion. Details of the medical and social models of dementia reflected candidates' understanding of **LO2, AC2.1** Outline the medical model of dementia and **AC2.2** Outline the social model of dementia. For **LO3, AC3.1** List the most common causes of dementia and **AC3.2** Describe the likely signs and symptoms of the most common causes of dementia, centres guided candidates with ensuring that four common causes of dementia were identified and the likely signs and symptoms associated with each of these were also detailed. For **LO4**, case scenarios of different individuals provided candidates with the opportunity to evidence the full scope of both assessment criteria contained within this learning objective.

Unit 2: The person-centred approach to the care and support of individuals with dementia
LO1 – Understand approaches that enable individuals with dementia to experience well-being
LO2 – Understand the role of carers in the care and support of individuals with dementia
LO3 – Understand the roles of others in the support of individuals with dementia

For **LO1, AC1.1** Describe what is meant by a person-centred approach, some candidates provided examples of what a person-centred approach involves. For **LO2, AC2.2** Explain the value of developing a professional working relationship with carers, candidates' explanation included numerous benefits; four examples of benefits must be provided to meet the requirements of this assessment criterion. For **LO3**, case scenarios of different individuals who have dementia provided candidates with the opportunity to evidence the full scope of the assessment criteria contained within this learning objective.

Unit 3: Understand the factors that can influence communication and interaction with individuals who have dementia
LO1 – Understand the factors that can influence communication and interaction with individuals who have dementia
LO2 – Understand how a person-centred approach may be used to encourage positive communication with individuals with dementia
LO3 Understand the factors which can affect interactions with individuals with dementia

For **LO1, AC1.3** Outline how memory impairment may affect the ability of an individual with dementia to use verbal language, candidates must relate their responses to how the use of verbal language may be affected. For **LO2** and **LO3** the use of case scenarios proved to be a valuable source of evidence for the assessment criteria contained within these learning objectives.

Unit 4: Understand equality, diversity and inclusion in dementia care
LO1 – Understand and appreciate the importance of diversity of individuals with dementia
LO2 – Understand the importance of person centred approaches in the care and support of individuals with dementia
LO3 – Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met

For **LO1, AC1.3** Explain how values, beliefs and misunderstandings about dementia can affect attitudes towards individuals, candidates provided clear examples of different values, beliefs and misunderstandings about dementia that exist. For **LO2, AC2.2** Describe how individuals with dementia may feel excluded, candidates detailed a range of different ways how individuals may feel excluded. For **LO3, AC3.1** Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia, case scenarios proved to be a good source of evidence and enabled candidates to consider fully the differences in experiencing dementia by older and younger individuals.

Units for Scheme 05921

Unit 1: Understand the process and experience of dementia
LO1 – Understand the neurology of dementia
LO2 – Understand the impact of recognition and diagnosis of dementia
LO3 – Understand how dementia care must be underpinned by a person centred approach

For **LO1, AC1.1** Describe a range of causes of dementia syndrome, candidates detailed fully their responses for two different individuals. For **LO2, AC2.1** Describe the impact of early diagnosis and follow up to diagnosis, candidates considered each aspect of this assessment criterion, separately to ensure that the full scope of the assessment criterion was met. For **LO3, AC3.1** Compare a person centred and a non-person centred approach to dementia care, candidates detailed their responses in the context of dementia care.

Unit 2: Understand the administration of medication to individuals with dementia using a person centred approach
LO1 – Understand the common medications available to, and appropriate for individuals with dementia
LO2 – Understand how to provide person centred care to individuals with dementia through the appropriate and effective use of medication

For **LO1, AC1.2** Describe how commonly used medications affect individuals with dementia, candidates included a range of both positive and negative effects in their descriptions. For **LO2, AC2.1** Describe person-centred ways of administering medicines whilst adhering to administration instructions, candidates included numerous examples of person-centred methods of administering medicines..

Unit 3: Understand the role of communication and interactions with individuals who have dementia
LO1 – Understand that individuals with dementia may communicate in different ways
LO2 – Understand the importance of positive interactions with individuals with dementia
LO3 - Understand the factors which can affect interactions and communication of individuals with dementia

For **LO1, AC1.1** Explain how individuals with dementia may communicate through their behaviour, some candidates' explanations included examples of both positive and negative behaviours. For **LO2** and **LO3** the use of case scenarios proved to be a valuable source of evidence for the assessment criteria contained within these learning objectives.

Unit 4: Understand the diversity of individuals with dementia and the importance of inclusion
LO1 – Understand the concept of diversity and its relevance to working with individuals who have dementia
LO2 – Understand that each individual's experience of dementia is unique
LO3 – Understand the importance of working in a person centred way and how this links to inclusion

For **LO1, AC1.3** Describe why an individual with dementia may be subjected to discrimination and oppression, candidates' used case scenarios effectively as the basis to understand fully the reasons why. For **LO2, AC2.4** Describe how the experience of dementia may be different for individuals who have a learning disability, who are from ethnic backgrounds and are at the end of life. For **LO3, AC3.1** Explain how current legislation and Government policy supports person-centred working, candidates researched the current legislation and policies that were relevant and then provided detailed explanations for each.

4. Sector Update

The following developments have arisen in the health and social care sector:

October 2014

- NHS Five Year Forward View – A Report

A report that details the changes that are needed in the NHS between 2015 and 2020 and how to achieve them so as to ensure that the NHS is able to continue to provide high quality, safe and effective care. The report was developed by NHS England, Public Health England, Monitor, Health Education England, the Care Quality Commission and the NHS Trust Development Authority.

A copy of the report can be accessed from the following link:
http://www.england.nhs.uk/ourwork/futurenhs/

November 2014

- Supporting social care employers to prevent and manage abuse towards staff – A report

The report aims to support employers prevent and manage abuse towards staff. It offers a number of clear recommendations to encourage employers to ensure they have the following:

- Clear systems for reporting and recording incidents, which are well publicised to staff and monitored regularly.
- Practical help when an incident occurs - from time out or a break to recover, to counselling and further training.
- Developed and implemented policies on abuse and violence at work.
- Structured and sustained learning and development programmes – especially for those working with people with autism, people with dementia and people with a learning disability.
- Effective management support and supervision.

A copy of the report can be accessed from the following link:
http://ipc.brookes.ac.uk/publications/pdf/Supporting-social-care-employers-to-prevent-and-manage-abuse-and-violence-FINAL-091014.pdf

January 2015

- Code of practice: Mental Health Act 1983

The revised code of practice guides professionals how to carry out their roles and responsibilities under the Mental Health Act 1983, to ensure that all individuals receive high quality and safe care and also provides guidance to individuals, their families and carers on their rights. The code of practice is effective from 1 April 2015. It has been prepared in accordance with section 118 of the Mental Health Act 1983.

The revised code aims to provide stronger protection for individuals who have mental health conditions and clarify roles, rights and responsibilities. This includes involving the individual and, where appropriate, their families and carers in discussions about the individual's care at every stage, providing personalised care, minimising the use of inappropriate blanket restrictions, restrictive interventions and the use of police cells as places of safety.
The main changes to the code include:

- 5 new guiding principles
- new chapters on care planning, human rights, equality and health inequalities
- consideration of when to use the Mental Health Act and when to use the Mental Capacity Act 2005 and Deprivation of Liberty Safeguards and information to support victims
- new sections on physical health care, blanket restrictions, duties to support patients with dementia and immigration detainees
- significantly updated chapters on the appropriate use of restrictive interventions, particularly seclusion and long-term segregation, police powers and places of safety
- further guidance on how to support children and young people, those with a learning disability or autism.

A copy of the revised code of practice can be accessed from the following link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/435512/MHA_Code_of_Practice.PDF

February 2015

- Prime Minister's Challenge on Dementia 2020

This document sets out what the Government wants to see in place by 2020 in order for England to be: the best country in the world for dementia care and support; for people with dementia, their carers and families to live and the best place in the world; and to undertake research into dementia and other neurodegenerative diseases. It also highlights the progress to date on improving dementia care, support and research.

A copy of the report can be accessed from the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414344/pm-dementia2020.pdf

March 2015

- 'No voice unheard, no right ignored' – A Consultation

The consultation 'No voice unheard, no right ignored' was aimed at people with learning disabilities, autism and mental health conditions. It opened in March 2015 and closed in May 2015. It explores options on issues such as how people can be supported to live independently,

as part of a community; be assured that their views will be listened to; challenge decisions about them and about their care; exercise control over the support they receive with a Personal Health Budget; expect that different health and local services will organise themselves around their needs; and know that professionals are looking out for their physical health needs as well as their mental health needs.

The document also explores views on a number of issues relating to the Mental Health Act, which were raised during the recent consultation on the revised Mental Health Act Code of Practice.

A copy of the document can be accessed from the following link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/409816/Document.pdf

April 2015

- New Online Resource to Improve Communication and Care for People Living with Dementia

Stand by Me is a free e-learning resource that has been developed by Skills for Health, the University of Worcester Association for Dementia Studies and key partners, with funding from the Department of Health. Its aim is to enable health and social care practitioners who work in different settings to deliver high quality, person-centred care to individuals living with dementia and their families.

Additional information about the course can be accessed from the following link:
http://www.nsahealth.org.uk/e-learning/courses-we-offer/286:stand-by-me-dementia-free-e-learning-course

- The Care Certificate

The Care Certificate has been launched for all healthcare assistants and social care support workers. The Care Certificate sets out the basic skills, knowledge and behaviours that are required to provide individuals with safe, effective and compassionate care. It consists of 15 standards:

1) Understand your role
2) Your personal development
3) Duty of care
4) Equality and Diversity
5) Work in a person centred way
6) Communication
7) Privacy and dignity
8) Fluids and nutrition
9) Awareness of mental health, dementia and learning disability
10) Safeguarding adults
11) Safeguarding children
12) Basic life support
13) Health and safety
14) Handling information
15) Infection prevention and control

Further information about the Care Certificate is available from the following link:
http://www.skillsforcare.org.uk/Standards/Care-Certificate/Care-Certificate.aspx

July 2015

- Transforming care for people with learning disabilities – A report

The Transforming Care Delivery Board, comprising NHS England, the Local Government Association (LGA), the Association of Directors of Adult Social Services (ADASS), the Care Quality Commission (CQC), Health Education England (HEE) and the Department of Health has published a progress report on the steps taken towards improving services for people with learning disabilities.

A copy of the report can be accessed from the following link: http://www.england.nhs.uk/wp-content/uploads/2015/01/transforming-care-progress-report.pdf

Additional information about these qualifications is available from OCR's website and includes Key Documents, Notices to Centres, Chief Verifier and Chief Co-ordinator Annual Reports, Recording Forms, Units, Model Assignments, Support Materials, Teaching and Learning Resources.

For scheme 04700 visit: http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-preparing-to-work-in-adult-social-care-level-2-certificate-04700/

For scheme 04701 visit: http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-preparing-to-work-in-adult-social-care-level-3-certificate-04701/

For scheme 04711 visit: http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-employment-responsibilities-and-rights-in-health-social-care-and-children-and-young-peoples-settings-level-2-award-04711/

For scheme 05919 visit: http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-awareness-of-dementia-level-2-award-05919/

For scheme 05921 visit: http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-awareness-of-dementia-level-3-award-05921/

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