

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 2016 – 2017

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.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates, which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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

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Preparing to Work in Health and Social Care (04700, 04701 04711, 05919, 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).

The following are examples of good practice areas that were noted across Centres:

Assessment Methods:

Assessment of these qualifications was of a good quality for this academic year. It was noted that a wide range of methods had been used to support learners to evidence their knowledge across some key areas namely in relation to communication, health and safety, safeguarding, employment duties, roles and responsibilities. This included reflections, discussions, oral and written questioning, presentations, projects, witness testimonies and case studies.

In addition, it was noted that discussions and oral questioning completed with learners were used effectively and supported learners' knowledge and understanding of a range of topics including how each related to their current role or placement.

Audit Trail:

Assessors' guidance and decisions as well as internal moderators' feedback and outcomes were clearly recorded and auditable for the work submitted by learners.

The following are examples of areas for development that were noted across Centres:

Meeting the Command Verbs:

In the main, evidence presented by learners met the units' command verbs fully. On occasions, the assessment criteria that included the command verbs 'describe' and 'explain' were not met in full. For example, this was in the main due to descriptions not including any detailed information or examples and explanations not including a clear rationale.

Digitally Recorded Evidence:

It was noted that some learners were using e-portfolios but Centres were printing learners' work and posting it out to their allocated Examiner-moderator. There is no need to do this because the evidence, if completed electronically, can also be submitted electronically to the Examiner-moderator. More information about the process to follow is available in the qualifications' Centre Handbooks and Administration Guide.

Ensuring Currency:

It is important that learners are aware of and only cite current and up-to-date legislation and guidance. For example, current legislation that either wasn't cited or was cited incorrectly included the Equality Act 2010.

Ensuring Validity:

It is important when using workbooks that the questions included provide learners with the scope to be able to evidence their knowledge. It should be noted that OCR's Model Assignments are available and can be a useful source of information.

2. General Comments

The following are examples of good practice areas that were noted across learners completing a level 2 qualification:

Learner Reflections:

Reflective diaries of learners' experiences whilst working, volunteering and on work placements, were detailed and proved to be valuable sources of evidence.

Discussions:

Discussions completed with learners included plans of the topics to cover and in some cases learners' preparatory notes and the Assessors' responses to learners' queries and questions that were raised whilst they prepared for the discussion.

The following are examples of good practice areas that were noted across learners completing a level 3 qualification:

Learner Reflections and Case Scenarios

Learner reflections and case scenarios completed by learners evidenced their knowledge well against the units' assessment criteria and were used as a good basis for learners to demonstrate their knowledge about best practice, the reasons why this is important and the consequences of not adhering to this during their day-to-day responsibilities.

The following are examples of areas for development that were noted across learners completing a level 2 and level 3 qualification:

Meeting the Command Verbs:

Some learners omitted to include the sufficient breadth and/or depth in their evidence to fully meet the command verbs, 'describe' and 'explain'. Learners would benefit from being guided by Centres as to the meaning of these command verbs. Additional information is provided on OCR's website in the form of the following guidance: the detailed information booklet, 'Command Verbs – Definitions', learner exemplar evidence made available on OCR's website under each qualification page and OCR's Model Assignments.

3. Comments on Individual Unit

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 learners to explain the impact in relation to 'all aspects' of working in adult social care settings and to include examples in their responses. For **LO3, AC3.4** Identify sources of information and support or **services** to enable more effective communication; it is important that if learners are evidencing sources of information, support and services are relevant to communication.

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; learners based their responses on a range of case scenarios to include examples of different personal attitudes and beliefs. 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 address all parts of this assessment criterion i.e. 'knowledge, skills and understanding'.

For **LO3**, work product evidence of learners' personal development plans were supported with witness testimonies from learners' line managers and supervisors.

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 **LO2, AC2.1**, List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings, it is important that learners include the current law, the Equality Act 2010. For **LO3, AC3.2** Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination, learners addressed well both aspects of this assessment criterion when the question had been 'broken down' into two distinct parts i.e. the 'how' and 'when' aspects.

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

Learners' 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 the key actions to take in line with their responsibilities in responding to both suspected and alleged abuse and evidenced well their knowledge of their work setting's procedures and agreed ways of working to follow, but did not always include the reasons or rationale for why these actions must be taken.

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 **LO2, AC2.2** Explain where to get additional support and advice about how to resolve such dilemmas, learners are required to provide a rationale for the range of sources of support and advice accessed to meet the 'explain' command verb.

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 **LO3, AC3.4** Explain how and when to access support and advice about partnership working and resolving conflicts, learners addressed well both aspects of this assessment criterion in particular where both parts were 'broken down' into two distinct parts i.e. the 'how' and 'when' aspects.

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

It is important for **LO1, AC1.1** Define person-centred values, that learners are able to provide definitions of a range of person-centred values. Where learners evidenced their knowledge against **LO4** by reflecting on activities they had supported learners with this proved to be a good source of evidence. Other learners used the evidence generated for this LO holistically across **LO6**, Understand how to promote an individual's well-being.

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 **LO2**, learners made effective use of health and safety risk assessments to evidence their knowledge of how these are used and when in their work settings.

For **LO5** and **LO6** knowledge of current legislation related to moving and handling as well as the practices to follow were evidenced well by learners. Work settings' moving and handling guidelines and procedures were often used as the basis of learners' evidence.

For **LO10, AC10.1** Describe the main points of agreed procedures about handling medication, descriptions must address all aspects of this assessment criterion i.e. 'ordering, receiving, storing, recording and disposing' medicines.

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, AC1.2** Explain why it is important to have secure systems for recording and storing information in a social care setting it is required that learners address both parts of this assessment criterion i.e. recording and storing.

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 learners to provide a rationale for the impact in relation to different 'relationships' in adult social care settings. **LO2, AC2.1** Compare ways to establish the communication and language needs, wishes and preferences of an individual it is important that learners address all parts of this assessment criterion i.e. communication needs, language needs, wishes and preferences.

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 **LO2**, learners used reflections well to show their understanding of why feedback obtained from others is important and necessary for improvements to practices.

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, learners must include examples of a range of potential effects to fully meet this assessment criterion. For **LO2, AC2.1** Describe key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings, learners must include current and up-to-date legislation i.e. the Equality Act 2010.

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

Learners' 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 the key actions to take in line with their responsibilities in responding to both suspected and alleged abuse and evidenced well their knowledge of their work setting's procedures and agreed ways of working to follow but did not always include the reasons or rationale for why these actions must be taken.

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 **LO2, AC2.1** Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights, learners are required to describe more than one conflict or dilemma to fully meet this assessment criterion and then make clear what the conflict or dilemma is in relation to duty of care and an individual's rights.

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 **LO3, AC3.4** Explain how and when to access support and advice about partnership working and resolving conflicts, learners addressed well both aspects of this assessment criterion in particular where both parts were 'broken down' into two distinct parts i.e. the 'how' and 'when' aspects.

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

Learners’ knowledge was evidenced particularly well in relation to care planning (**LO2**), establishing consent (**LO3**) and promoting active participation (**LO4**). For **LO7, AC7.1** Compare different uses of risk assessment in adult social care settings, learners must clearly state the different uses of risk assessments as well as consider the similarities that there are between them; the use of guided discussions and oral questioning proved to be good ways to support learners’ knowledge in this area.

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 **LO10, AC10.1** Describe the main points of agreed procedures about handling medication, descriptions must include all aspects of handling medication i.e. ‘ordering, receiving, storing, recording and disposing of’ medicines.

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 learners evidenced their current knowledge of key laws and codes of practice relevant to handling 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 learners to fully meet this assessment criterion. For **LO2, AC2.3** Describe the procedures to follow in event of a grievance, learners should be encouraged to use their knowledge of their own work setting’s grievance procedures.

For **LO2, AC2.5** Explain agreed ways of working with the employer, the reasons why these need to be adhered to and consequences if they are not adhered to must be included in learners' evidence.

For **LO5, AC4.1** Explore different types of occupational opportunities, if Centres task learners with conducting independent research then learners' completed tasks must include sufficient depth and breadth of evidence to fully meet the command verb 'explore'.

For **LO5, 5.2** Outline different viewpoints around an issue of public concern relevant to the sector and **5.3** Describe how issues of public concern have altered public views of the sector, OCR's Model Assignment may prove to be a valuable source of information if learners require additional support with understanding the scope of these assessment criteria.

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, learners' explanations must include at least two examples. For **LO3, AC3.3** Outline the risk factors for the most common causes of dementia, learners' responses must be related to AC3.1, i.e. to the four most common causes of dementia.

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, AC1.2** Outline the benefits of working with an individual with dementia in a person-centred manner, learners' outlines must include examples of at least four benefits.

For **LO3, AC3.1**, Describe the roles of others in the care and support of individuals with dementia, the roles of at least three 'others' must be described. Examples from the list of 'others' included in the exemplification guidance could be used as the basis of learners' responses.

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.

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 **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 and reflections are a good source of evidence.

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, AC1.2** Describe the types of memory impairment commonly experienced by individuals with dementia, learners' responses must be related to at least two different individuals.

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, AC1.1** Outline the most common medications used to treat symptoms of dementia, learners can base their outlines on the list of common medications provided in the exemplification guidance.

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, AC1.2** Give examples of how carers and others may misinterpret communication; at least four examples must be provided.

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, AC1.4** Describe how discrimination and oppressive practice can be challenged; learners' descriptions must include examples of at least three different ways.

4. Sector Update

November 2016

- The Department of Health's Dementia Listening Programme

The dementia listening programme is aimed at finding out more about the experiences of people with dementia and their carers in England. The first part of this work was an online survey for people who have been diagnosed with dementia in the past 2 years (since November 2014), and people who provide unpaid care for them. The survey, which was open until 31 January 2017, asked about people's experiences of dementia diagnosis, support and awareness.

The feedback, data and information gathered will inform the formal review of the Dementia Challenge Implementation Plan in 2018.

It will cover the 5 main themes in the Implementation Plan:

- health and care
- risk reduction
- dementia awareness and social action
- research
- continuing the UK's global leadership role

May 2017

- The Care Quality Commission's (CQC) Report 'The state of care in mental health services 2014 to 2017'

The state of care in mental health services 2014 to 2017 presents findings from their comprehensive inspections of specialist mental health services. Additional information including the report is available from:

www.cqc.org.uk/publications/major-report/state-care-mental-health-services-2014-2017

June 2017

- Social Care Blog from Gov.uk - Learning disability, dementia and the support to live well with both

In February 2016, the charity MacIntyre was awarded a significant grant from the Department of Health's Innovation, Excellence and Strategic Development Fund for a three-year project to address the issues and gaps for people with a learning disability who develop dementia i.e. research shows that about one in five people with a learning disability aged 65 and over will develop the condition.

Macintyre plan to raise awareness of dementia among people with a learning disability and their families so that they can better understand the condition and what this means for their future care. The charity also plans to help people with a learning disability achieve a timely dementia diagnosis. In addition it plans to train professionals to provide better care for people with a learning disability living with - or at risk of - developing dementia.

The MacIntyre Dementia Project will create a range of learning and multi-media information resources, made freely available after the third year of the project, to address the issues outlined above.

Additional information about this project is available from:

www.macintyrecharity.org/our-work/supporting-people-with-dementia/macintyre-dementia-project/

August 2017

- Social Care Blog from Gov.uk - How can we engage and empower people?

Professor Ian Banks of the Self Care Forum, a health care charity, believes that simply advising people to self-care is not enough: 'Self-care is not no care'. He believes health and care services can do more to engage with local populations and give them greater power and control over their own wellbeing.

Additional information about the Self Care Forum is available from:

www.selfcareforum.org/

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

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

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

For scheme 04711 visit: 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: www.ocr.org.uk/qualifications/vocational-qualifications-qcf-awareness-of-dementia-level-2-award-05919/

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

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