

Vocational Qualifications (QCF, NVQ, NQF)

Health and Social Care and Dementia Care

Level 2 Certificate in Dementia Care – **05920**

Level 3 Certificate in Dementia Care – **05922**

Level 2 Diploma in Health and Social Care (Adults – England) – **05923**

Level 2 Diploma in Health and Social Care (Adults – Wales and Northern Ireland) – **05924**

Level 3 Diploma in Health and Social Care (Adults – Wales and Northern Ireland) – **05925**

Level 3 Diploma in Health and Social Care (Adults – England) – **05926**

Level 3 Diploma in Health and Social Care (Children and Young People Wales and Northern Ireland) – **05927**

OCR Report to Centres 2016 – 2017

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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.

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Levels 2 and 3 in Health and Social Care and Dementia Care (05920 - 05927)

1. Overview:

The **Level 2 Certificate in Dementia Care (scheme 05920)** has a minimum credit value of 18 credits. Learners must achieve 14 credits from 5 mandatory units and at least 4 credits from a range of optional units. The certificate provides learners who work with individuals who have dementia with an opportunity to demonstrate their competence in a wide range of job roles.

The **Level 3 Certificate in Dementia Care (scheme 05922)** has a minimum credit value of 18 credits. Learners must achieve 21 credits from 4 mandatory units and at least 6 credits from a range of optional units. The certificate provides learners who work with individuals who have dementia with an opportunity to demonstrate their competence in a wide range of job roles.

The **Level 2 Diploma in Health and Social Care (Adults) for England (scheme 05923)** has a minimum credit value of 46 credits. Learners must achieve 24 credits from the mandatory units in Group A, a minimum of 2 credits and a maximum of 7 credits from the optional units in Group B and at least 15 credits from the optional units in Group C. Learners claiming a specialist pathway (Dementia or Adults who have Learning Disabilities) must achieve some specified units within the credits required in Groups B and C. The Diploma provides learners who work in health and social care with an opportunity to demonstrate their competence in a wide range of job roles.

The **Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (scheme 05924)** has a minimum credit value of 46 credits. Learners must achieve 24 credits from the mandatory units in Group A, a minimum of 2 credits and a maximum of 7 credits from the optional units in Group B and at least 15 credits from the optional units in Group C. The diploma provides learners who work in health and social care with an opportunity to demonstrate their competence in a wide range of job roles.

The **Level 3 Diploma in Health and Social Care (Adults) Wales and Northern Ireland (scheme 05925)** has a minimum credit value of 58 credits. Learners must achieve 28 credits from the mandatory units in Group A, a minimum of 2 credits and a maximum of 7 credits from the optional units in Group B and at least 23 credits from the optional units in Group C. The diploma provides learners who work in health and social care with an opportunity to demonstrate their competence in a wide range of job roles.

The **Level 3 Diploma in Health and Social Care (Adults) England (scheme 05926)** has a minimum credit value of 58 credits. Learners must achieve 28 credits from the mandatory units in Group A, a minimum of 2 credits and a maximum of 7 credits from the optional units in Group B and at least 23 credits from the optional units in Group C. Learners claiming a specialist pathway (Dementia or Adults who have Learning Disabilities) must achieve some specified units within the credits required in Groups B and C. The diploma provides learners who work in health and social care with an opportunity to demonstrate their competence in a wide range of job roles.

The **Level 3 Diploma in Health and Social Care (Children and Young People) Wales and Northern Ireland (scheme 05927)** has a minimum credit value of 58 credits. Learners must achieve 40 credits from the mandatory units in Group A and at least 18 credits from the optional units in Group B. The diploma provides learners who work in health and social care with an opportunity to demonstrate their competence in a wide range of job roles.

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. There was a wide range of assessment methods used with learners and the rationale for each of these was clearly explained and documented in assessment planning documentation for individual learners. It was noted that there was effective use made of oral questioning, discussion and work product evidence including both discussion and observation of work product evidence. Observations of learners' practices were structured well, with a clear context indicating where and when the observation had taken place, the activities observed as well as confirmation that the necessary permissions had been sought from all relevant parties.

Initial assessments:

Initial assessments completed with learners were very thorough and ensured that learners were in suitable work placements and job roles for their respective qualifications. A thorough analysis of learners' training and assessment needs was also conducted alongside learners and their line managers both at the beginning of their qualifications and at regular intervals throughout their learning programme.

Support for Assessment Personnel

Feedback from personnel interviewed during external quality assurance visits indicated that assessment teams were working well together and supporting each other to ensure a consistent high-quality provision. Increased support and encouragement of CPD activities was also evident across Centres.

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

Assessment Planning

Assessment planning can be further improved by ensuring that targets set and agreed with learners are SMART. It is also important that all targets that are achieved are documented clearly.

E-portfolios

Guidance on ensuring a clearer audit trail is available when using e-portfolios was provided to Centres. The areas that can be further improved related to documenting clearly and consistently when assessments are being planned with learners and the type of assessment method/s being used. For example, it was noted that a piece of evidence had been uploaded onto the e-portfolio system as an observation when it also included oral questioning completed with the learner and discussion based on work product evidence.

Expert Witness Testimony

Guidance on the use of expert witness testimony including remembering to record the rationale for the use of this assessment method on assessment planning documentation was provided to assessment teams.

Witness Testimony

Guidance on the difference between witness testimony and expert witness testimony was provided to Centres. It is also important to remember to make clear the designation of the witness; a witness status list must also be completed.

2. General Comments

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

Observations:

Observations of learners' practices were very detailed; they captured the activities observed well and all holistic opportunities for assessment were maximised. They also included an introductory paragraph that set the context of the learner's work place and job role as well as providing useful information about the needs of the individuals they provided care or support to.

Oral questioning:

Oral questioning of learners had been planned, implemented and documented clearly. Oral questioning was used effectively to address gaps in learners' knowledge and to encourage learners to provide more detailed information i.e. this tended to occur when learners were responding to written questions or during discussions with Assessors.

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

Observations:

Observations of learners' practices were very detailed; they captured the activities observed well and all holistic opportunities for assessment were maximised. They also included an introductory paragraph that set the context of the learner's work place and job role as well as providing useful information about the needs of the individuals they provided care or support to.

Work Product Evidence

Numerous examples of work product evidence were evident including when supporting observations of learners' work practices, as the basis of discussions and when supporting witness testimonies obtained.

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

Witness Testimony

It is important that witness testimonies obtained from learners' line managers and senior personnel confirm the validity and authenticity of learners' reflections and statements. At times, the witness testimonies presented were not sufficiently detailed or clear. Those Centres' using witness observation sheets are producing robust evidence as the witness testimonies are then very closely linked to specific assessment criteria within a range of units as these encourage witness to detail 'how' the learners' practices are meeting the assessment criteria and include examples of their working practices.

3. Comments on Individual Units

Mandatory Units for Scheme 05920

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 **LO2, AC2.3** Explain why dementia should be viewed as a disability, a minimum of two examples of the reasons why must be included. 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.

For **LO4, AC4.1**, Describe how different individuals may experience living with dementia depending on age, type of dementia and level of ability and disability at least two different individuals must be considered; case studies are a good source of evidence for this assessment criterion.

Unit 2: Understand and implement a person centred approach to the care and support of individuals with dementia

LO1 – Understand the importance of a person centred approach to dementia care and support

LO2 – Be able to involve the individual with dementia in planning and implementing their care and support using a person centred approach

LO3 – Be able to involve carers and others in the care and support of individuals with dementia

For **LO1, AC1.1** Describe what is meant by a person-centred approach, learners' responses must be related to dementia care and support. For **LO2, AC2.1** Explain how information about personality and life history can be used to support an individual to live well with dementia, work product evidence could be used to support this assessment criterion. For **LO3, AC3.2** Demonstrate how to involve carers and others in the support of an individual with dementia, learners will find it useful to refer to the unit's exemplification guidance for the definitions of 'carers' and 'others'.

Unit 3: Equality, diversity and inclusion in dementia care practice

LO1 – Understand the importance of equality, diversity and inclusion when working with individuals with dementia

LO2 – Be able to apply a person-centred approach in the care and support of individuals with dementia

LO3 – Be able to work with a range of individuals who have dementia to ensure diverse needs are met

For **LO2 and LO3** observations of learners' working practices must be completed. It is important to note that learners must demonstrate their ability to work with a range of individuals who have dementia.

Unit 4: Understand and enable interaction and communication with individuals with dementia

LO1 – Be able to communicate with individuals with dementia

LO2 – Be able to apply interaction and communication approaches with individuals in dementia

For **LO1, AC1.1** Describe how memory impairment may affect the ability of an individual with dementia to use verbal language, learners must relate their responses to how the use of 'verbal language' may be affected. For **LO2**, Demonstrate how the identity and uniqueness of an individual has been reinforced by using their preferred methods of interacting and communicating; individuals' preferred methods must be made clear.

Unit 5: Approaches to enable rights and choices for individuals with dementia whilst minimising risks

LO1 – Understand key legislation and agreed ways of working that ensure the fulfilment of rights and choices of individuals with dementia while minimising risk of harm

LO2 – Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia

LO3 – Support individuals with dementia to achieve their potential

LO4 – Be able to work with carers who are caring for individuals with dementia

For **LO2, AC2.1** Describe how to maintain privacy when providing personal support for intimate care to an individual with dementia, reflections of learners' experiences were used well to evidence their knowledge around maintaining privacy and reflected their sensitivity and discretion when providing personal support for intimate care.

Mandatory Units for Scheme 05922

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.

For **LO3, AC3.2** Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia, learners' descriptions must include at least three different techniques.

Unit 2: Enable rights and choices of individuals with dementia whilst minimising risks

LO1 – Understand key legislation and agreed ways of working that support the fulfilment of rights and choices of individuals with dementia while minimising risk of harm

LO2 – Be able to maximise the rights and choices of individuals with dementia

LO3 – Be able to involve carers and others in supporting individuals with dementia

LO4 – Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices

For **LO2, AC2.1** Demonstrate that the best interests of an individual with dementia are considered when planning and delivering care and support; learners' observations reflected a good understanding of the 'best interests' concept in practice.

For **LO3, AC3.1** Demonstrate how carers and others can be involved in planning support that promotes the rights and choices of an individual with dementia and minimises risk of harm, observations of learners' working practices are required to meet this assessment criterion. Case studies or reflections are good sources of assessment methods for **AC3.2** Describe how a conflict of interest can be addressed between the carer and an individual with dementia whilst balancing rights, choices and risk and **AC3.3** Describe how to ensure an individual with dementia, carers and others feel able to complain without fear of retribution.

Unit 3: Understand and enable interaction and communication with individuals who have dementia

LO1 – Understand the factors that can affect interactions and communication of individuals with dementia

LO2 – Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques

LO3 – Be able to communicate positively with an individual who has dementia by valuing their individuality

LO4 – Be able to use positive interaction approaches with individuals with dementia

For **LO3, AC3.1** Show how the communication style, abilities and needs of an individual with dementia can be used to develop their care plan, observations of learners' practices must make reference to individuals' communication style, abilities and needs to fully meet this assessment criterion i.e. all aspects of this assessment criterion must be addressed.

Unit 4: Equality, diversity and inclusion in dementia care practice

LO1 – Understand that each individual’s experience of dementia is unique

LO2 – Understand the importance of diversity, equality and inclusion in dementia care and support

LO3 – Be able to work in a person centred manner to ensure inclusivity of the individual with dementia

LO4 – Be able to work with others to encourage support for diversity and equality

For **LO1, AC1.2** Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person, case scenarios and reflections provided a valuable source of evidence when comparing different individuals’ experiences of dementia and how the condition can affect them through different life stages.

Mandatory Units for Schemes 05923 and 05924

Unit 1: Introduction to communication in health, social care or children’s and young people’s settings

LO1 – Understand why communication is important in adult social care settings

LO2 – Be able to meet the communication and language needs, wishes and preferences of individuals

LO3 – Be able to reduce barriers to communication

LO4 – Be able to apply principles and practices relating to confidentiality at work

For **LO4, AC4.3** Describe situations where information normally considered to be confidential might need to be passed on, learners’ descriptions must be in relation to more than one situation to fully meet this assessment criterion.

Unit 2: Introduction to personal development in health, social care or children’s and young people’s

LO1 – Understand what is required for competence in own work role

LO2 – Be able to reflect on own work activities

LO3 – Be able to agree a personal development plan

LO4 – Be able to develop knowledge, skills and understanding

For **LO2, AC2.1** Explain why reflecting on work activities is an important way to develop knowledge, skills and practice, learners’ explanations must make reference to ‘knowledge, skills and practice’ to fully meet this assessment criterion. **LO2** Be able to reflect on own work activities is a competence based learning outcome and must therefore include direct observations of learners’ practices.

Unit 3: Introduction to equality and inclusion in health, social care or children’s and young people’s settings

LO1 – Understand the importance of equality and inclusion

LO2 – Be able to work in an inclusive way

LO3 – Know how to access information, advice and support about diversity, equality and inclusion

For **LO1, AC1.2** Describe how direct or indirect discrimination may occur in the work setting, learners detailed examples of ways in which discrimination may occur both directly and indirectly in the work setting; at times it was difficult to ascertain the ‘indirect’ discrimination examples used as these appeared to be a little general.

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, and inclusion, learners addressed the 'how' and 'when' aspects of this assessment criterion in detail and linked it to the work setting.

Unit 4: 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, AC2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role; learners must provide examples of both legislation and codes of practice to fully meet this assessment criterion. **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 5: 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 as well as the reasons or rationale for why these actions must be taken to fully meet the requirements of this assessment criterion.

For LO5, AC5.2 Explain the actions to take if unsafe practices have been identified, learners' explanations included a clear rationale for the actions to take if unsafe practices have been identified. It is important that learners' explanations also make reference to specific unsafe practices i.e. to avoid a general response.

Unit 6: The role of the health and social care worker

LO1 – Understand working relationships in health and social care

LO2 – Be able to work in ways that are agreed with the employer

LO3 – Be able to work in partnership with others

For LO2 Be able to work in ways that are agreed with the employer, learners' observations of their working practices were also supported with witness testimonies from their line managers and work product evidence of their personal development plans.

Unit 7: Implement person centred approaches in health and social care

LO1 – Understand person-centred approaches for care and support

LO2 – Be able to work in a person-centred way

LO3 – Be able to establish consent when providing care or support

LO4 – Be able to encourage active participation

LO5 – Be able to support an individual's right to make choices

LO6 – Be able to promote individuals' well-being

For **LO1 AC1.3** Explain why risk-taking can be part of a person-centred approach it is important that learners' responses are linked to person-centred working. For **LO3, AC3.1** Explain the importance of establishing consent when providing care or support, the focus of learners' responses must be the reasons why it is important to establish consent when providing care or support i.e. it may be useful for learners to think about the consequences of not doing so.

Unit 8: Contribute to health and safety in health and social care

LO1 – Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting

LO2 – Understand the use of risk assessments in relation to health and safety

LO3 – Understand procedures for responding to accidents and sudden illness

LO4 – Be able to reduce the spread of infection

LO5 – Be able to move and handle equipment and other objects safely

LO6 – Know how to handle hazardous substances and materials

LO7 – Understand how to promote fire safety in the work setting

LO8 – Be able to implement security measures in the work setting

LO9 – Know how to manage own stress

For **LO1, AC1.5**, Explain how to access additional support and information relating to health and safety, learners cited both internal and external sources of support and information that were relevant to health and safety and included examples of the process to follow for accessing sources of support and information.

For **LO4, AC4.1** Demonstrate the recommended method for hand washing, some learners' observations were further supported with additional questioning of the recommended technique used for hand washing.

Unit 9: Handle information in health and social care settings

LO1 – Understand the need for secure handling of information in health and social care settings

LO2 – Know how to access support for handling information

LO3 – Be able to handle information in accordance with agreed ways of working

For **LO1, AC1.2** Explain why it is important to have secure systems for recording and storing information in a health and social care setting; learners must address both aspects of this assessment criterion i.e. recording and storing information.

Mandatory Units for Schemes 05925 and 05926

Unit 1: Promote communication in health, social care or children's and young people's settings

LO1 – Understand why effective communication is important in the work setting

LO2 – Be able to meet the communication and language needs, wishes and preferences of individuals

LO3 – Be able to overcome barriers to communication

LO4 – Be able to apply principles and practices relating to confidentiality

For **LO1, AC2.1** Demonstrate how to establish the communication and language needs, wishes and preferences of individuals, learners' observations of their work practices demonstrated a range of methods that were suitable to meet individuals' diverse needs.

Unit 2: Engage in personal development in health, social care or children's and young people's settings

LO1 – Understand what is required for competence in own work role

LO2 – Be able to reflect on practice

LO3 – Be able to evaluate own performance

LO4 – Be able to agree a personal development plan

LO5 – Be able to use learning opportunities and reflective practice to contribute to personal development

For **LO1, AC1.1** Describe the duties and responsibilities of own work role, learners reflected on the scope of their job role and responsibilities in detail and used their job descriptions as the basis of their descriptions.

For **LO3, AC3.2** Demonstrate use of feedback to evaluate own performance and inform development and **LO5, AC5.2** Demonstrate how reflective practice has led to improved ways of working; learners used expert witness testimony and work product evidence in relation to the personal development process to support observations of their practices.

Unit 3: Promote equality and inclusion in health, social care or children's and young people's settings

LO1 – Understand the importance of diversity, equality and inclusion

LO2 – Be able to work in an inclusive way

LO3 – Be able to promote diversity, equality and inclusion

For **LO2, AC2.1** Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role, learners cited current and up-to-date legislation such as the Equality Act 2010 and related their responses clearly to their own work role.

Unit 4: 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. It is also important that learners make clear in their descriptions what the 'conflict' is.

Unit 5: 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, learners also included the reasons or rationale for why these actions must be taken i.e. to address the 'explain' command verb.

For **LO5, AC5.2** Explain the actions to take if unsafe practices have been identified, learners' explanations included a clear rationale for the actions to take if unsafe practices have been identified.

Unit 6: The role of the health and social care worker

LO1 – Understand working relationships in health and social care

LO2 – Be able to work in ways that are agreed with the employer

LO3 – Be able to work in partnership with others

For **LO2** Be able to work in ways that are agreed with the employer, learners' observations of their working practices were also supported with witness testimonies from their line managers and work product evidence of their personal development plans.

Unit 7: Promote person centred approaches in health and social care

LO1 – Understand the application of person centred approaches in health and social care

LO2 – Be able to work in a person-centred way

LO3 – Be able to establish consent when providing care or support

LO4 – Be able to implement and promote active participation

LO5 – Be able to support the individual's right to make choices

LO6 – Be able to promote individuals' well-being

LO7 – Understand the role of risk assessment in enabling a person-centred approach

For **LO3, AC3.1** Analyse factors that influence the capacity of an individual to express consent learners' analysis must consider more than one factor and these factors must be related to the capacity of an individual to express consent i.e. the links between both must be made clear.

Unit 8: Contribute to health and safety in health and social care

LO1 – Understand own responsibilities, and the responsibilities of others, relating to health and safety

LO2 – Be able to carry out own responsibilities for health and safety

LO3 – Understand procedures for responding to accidents and sudden illness

LO4 – Be able to reduce the spread of infection

LO5 – Be able to move and handle equipment and other objects safely

LO6 – Be able to handle hazardous substances and materials

LO7 – Be able to promote fire safety in the work setting

LO8 – Be able to implement security measures in the work setting

LO9 – Know how to manage stress

For **LO1, AC1.3**, Analyse the main health and safety responsibilities of self, the employer or manager and others in the work setting, learners provided a thorough analysis of the range of responsibilities that were relevant to each of these roles that confirmed that health and safety is everyone's responsibility.

For **LO6, AC6.1** Describe types of hazardous substances that may be found in the work setting, learners' descriptions included different 'types' of hazardous substances.

Unit 9: Promote good practice in handling information in health and social care settings

LO1 – Understand requirements for handling information in social care settings

LO2 – Be able to implement good practice in handling information

LO3 – Be able to support others to handle information

For **LO2, AC2.2** Demonstrate practices that ensure security when storing and accessing information, observations of learners' practices included evidence of working practices in relation to both 'storing and accessing information'.

Mandatory Units for Scheme 05927

Unit 1: Promote communication in health, social care or children's and young people's settings

LO1 – Understand why effective communication is important in the work setting

LO2 – Be able to meet the communication and language needs, wishes and preferences of individuals

LO3 – Be able to overcome barriers to communication

LO4 – Be able to apply principles and practices relating to confidentiality

For **LO2, AC2.3**, Demonstrate a range of communication methods and styles to meet individual needs, observations of learners' practices included a range of non-verbal and verbal communication methods as well as a range of different communication styles.

Unit 2: Engage in personal development in health, social care or children's and young people's settings

LO1 – Understand what is required for competence in own work role

LO2 – Be able to reflect on practice

LO3 – Be able to evaluate own performance

LO4 – Be able to agree a personal development plan

LO5 – Be able to use learning opportunities and reflective practice to contribute to personal development

For **LO1, AC1.1** Describe the duties and responsibilities of own work role, learners reflected on the scope of their job role and responsibilities in detail and used their job descriptions as the basis of their descriptions.

LO3, Be able to evaluate own performance is a competence based learning outcome that requires learners' practices to be observed. Work product evidence of the personal development process including supervision and appraisal records can also be used to support learners' observations.

Unit 3: Promote equality and inclusion in health, social care or children's and young people's settings

LO1 – Understand the importance of diversity, equality and inclusion

LO2 – Be able to work in an inclusive way

LO3 – Be able to promote diversity, equality and inclusion

For **LO3, AC3.2** Demonstrate how to support others to promote equality and rights, the focus of observations for this assessment criterion is on the support of others.

Unit 4: 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 the conflict must be made clear in learners' descriptions.

Unit 5: Understand child and young person development

LO1 – Understand the expected pattern of development for children and young people from birth to 19 years

LO2 – Understand the factors that influence children and young people’s development and how these affect practice

LO3 – Understand how to monitor children and young people’s development and interventions that should take place if this is not following the expected pattern

LO4 – Understand the importance of early intervention to support the speech, language and communication needs of children and young people

LO5 – Understand the potential effects of transitions on children and young people’s development

For **LO2, AC2.1** Explain how children and young people’s development is influenced by a range of personal factors and **AC2.2** Explain how children and young people’s development is influenced by a range of external factors learners’ explanations differentiated well between ‘personal’ and ‘external’ factors.

Unit 6: Promote child and young person development

LO1 – Be able to assess the development needs of children or young people and prepare a development plan

LO2 – Be able to promote the development of children or young people

LO3 – Be able to support the provision of environments and services that promote the development of children or young people

LO4 – Understand how working practices can impact on the development of children and young people

LO5 – Be able to support children and young people’s positive behaviour

LO6 – Be able to support children and young people experiencing transitions

For **LO1, AC1.1** Explain the factors that need to be taken into account when assessing development; learners’ explanations included a range of factors.

For **LO5, AC5.1** Work with children and young people to encourage positive behaviour, the exemplification guidance included in the unit was used to good effect to evidence learners’ range of skills.

Unit 7: Understand how to safeguard the wellbeing of children and young people

LO1 – Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people

LO2 – Understand the importance of working in partnership with other organisations to safeguard children and young people

LO3 – Understand the importance of ensuring children and young people’s safety and protection in the work setting

LO4 – Understand how to respond to evidence or concerns that a child or young person has been abused or harmed

LO5 – Understand how to respond to evidence or concerns that a child or young person has been bullied

LO6 – Understand how to work with children and young people to support their safety and well being

LO7 – Understand the importance of e-safety for children and young people

For **LO3, AC3.2** Explain policies and procedures that are in place to protect children and young people and adults who work with them, learners’ explanations reflected a good understanding of their work settings’ policies and procedures and their agreed ways of working with their respective employers. For **LO4, AC4.1** Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding, learners addressed ‘signs, symptoms, indicators and behaviours’ to fully meet this assessment criterion.

Unit 8: Support children and young people's health and safety

LO1 – Understand how to plan and provide environments and services that support children and young people's health and safety

LO2 – Be able to recognise and manage risks to health, safety and security in a work setting or off site visits

LO3 – Understand how to support children and young people to assess and manage risk for themselves

LO4 – Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off-site visits

For **LO1, AC1.3** Explain sources of current guidance for planning healthy and safe environments and services learners references well both national and local sources of current guidance.

For **LO2, AC2.3** Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk, was evidenced through observations of learners' practices as well as supporting work product evidence.

Unit 9: Develop positive relationships with children, young people and others involved in their care

LO1 – Be able to develop positive relationships with children and young people

LO2 – Be able to build positive relationships with people involved in the care of children and young people

For **LO2, AC2.1** Explain why positive relationships with people involved in the care of children and young people are important, learners included in their explanations a range of people involved in the care of children and young people to fully meet this assessment criterion.

Unit 10: Working together for the benefit of children and young people

LO1 – Understand integrated and multi-agency working

LO2 – Be able to communicate with others for professional purposes

LO3 – Be able to support organisational processes and procedures for recording, storing and sharing information

For **LO2, AC2.1** Select appropriate communication methods for different circumstances learners' observations must ensure that the focus is on communication with 'others' for professional purposes.

Unit 11: Understand how to support positive outcomes for children and young people

LO1 – Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people

LO2 – Understand how practitioners can make a positive difference in outcomes for children and young people

LO3 – Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people

LO4 – Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people

For **LO4, AC4.2** Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes; learners included detailed examples of a range of ways services take account of and promote equality, diversity and inclusion. The similarities between different methods used were detailed thoroughly.

Unit 12: Assessment and planning with children and young people

LO1 – Understand how to place children and young people at the centre of assessment and planning

LO2 – Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes

LO3 – Be able to work with children and young people to implement the plan for the achievement of positive outcomes

LO4 – Be able to work with children and young people to review and update plans

For **LO1, AC1.3** Explain the importance of working with others to assess the needs of children and young people to inform planning, learners made good use of the exemplification guidance that included a definition of ‘others’.

Unit 13: Promote the well-being and resilience of children and young people

LO1 – Understand the importance of promoting positive well-being and resilience of children and young people

LO2 – Understand how to support the development of children and young people’s social and emotional identity and self-esteem in line with their age and level of understanding

LO3 – be able to provide children and young people with a positive outlook on their lives

LO4 – Be able to respond to the health needs of children and young adults

For **LO2, AC2.1** Explain why social and emotional identity are important to the wellbeing and resilience of children and young people, learners’ explanations addressed in full both the social and emotional identity aspects of this assessment criterion.

Unit 14: Professional practice in children and young people’s social care

LO1 – Understand the legislation and policy framework for working with children and young people in social care work settings

LO2 – Understand the professional responsibilities of working with children and young people

LO3 – Be able to meet professional responsibilities by reflecting on own performance and practice

LO4 – Be able to develop effective working relationships with professional colleagues

LO5 – Understand the implications of equalities legislation for working with children, young people and families

LO6 – Understand the value of diversity and the importance of equality and anti-discriminatory practice

For **LO1, AC1.2** Describe the impact of social care standards and codes of practice on work with children and young people, it is important that learners address both social care standards and codes of practice in their descriptions.

Optional Units for Schemes 05920

Unit LD 202: Support person-centred thinking and planning

LO1 – Understand the principles and practice of person-centred thinking, planning and reviews

LO2 – Understand the context within which person-centred thinking and planning takes place

LO3 – Understand own role in person-centred planning, thinking and reviews

LO4 – Be able to apply person-centred thinking in relation to own life

LO5 – Be able to implement person-centred thinking and person-centred reviews

For **LO2, AC 2.1** Outline current legislation, policy and guidance underpinning person-centred thinking and planning, learners must address all aspects of this assessment criterion i.e. legislation, policy and guidance. Observations of learners’ practices must be the main assessment method used for the competence based assessment criteria contained within **LOs 4 and 5**.

Unit HSC3047: Support use of medication in social care settings

- LO1** – Understand the legislative framework for the use of medication in social care settings
- LO2** – Know about common types of medication and their use
- LO3** – Understand roles and responsibilities in the use of medication in social care settings
- LO4** – Understand techniques for administering medication
- LO5** – Be able to receive, store and dispose of medication supplies safely
- LO6** – Know how to promote the rights of the individual when managing medication
- LO7** – Be able to support use of medication
- LO8** – Be able to record and report on use of medication

For **LO1, AC1.3** Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements, both aspects of this assessment criterion must be fully addressed i.e. 'how' and 'why'.

For **LO2, AC2.3** Describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication; case studies and reflective accounts were used as the basis of learners' descriptions.

Optional Units for Scheme 05922

Unit HSC2031: Contribute to support of positive risk-taking for individuals

- LO1** – Know the importance of risk-taking in everyday life
- LO2** – Understand the importance of positive, person-centred risk assessment
- LO3** – Know how legislation and policies are relevant to positive risk taking
- LO4** – Be able to support individuals to make informed choices about taking risks
- LO5** – Be able to contribute to the support of individuals to manage identified risks
- LO6** – Understand duty of care in relation to supporting positive risk-taking

For **LO1, AC1.3** Explain how supporting individuals to take risks can enable them to have choice over their lives to: gain in self-confidence, develop skills and take an active part in their community it is important that all aspects of this assessment criterion are addressed by learners specifically i.e. in relation to 'gain in self-confidence, develop skills and take an active part in their community.'

For **LO2, AC2.2** Identify the features of a person-centred approach to risk assessment it is important that the features that are identified are linked to a person-centred approach and are in the context of risk assessment.

Unit LD302: Support person-centred thinking and planning

- LO1** – Understand the principles and practice of person-centred thinking, planning and reviews
- LO2** – Understand the context within which person-centred thinking and planning takes place
- LO3** – Understand own role in person-centred planning
- LO4** – Be able to apply person-centred planning in relation to own life
- LO5** – Be able to implement person-centred thinking, planning and reviews

For **LO2, AC2.1**, Interpret current policy, legislation and guidance underpinning person-centred thinking and planning, it is important that all aspects of this assessment criterion are met i.e. policy, legislation and guidance. For **LO2, AC 2.4** Explain what a person-centred team is, learners will find the exemplification guidance in the unit useful in relation to the meaning of this term.

Optional Units for Schemes 05923 and 05924

Unit HSC2008: Provide support for journeys

LO1 – Understand factors to consider when planning support for journeys

LO2 – Be able to support individuals to plan journeys

LO3 – Be able to support individuals when making journeys

LO4 – Be able to review the support provided for individuals when making journeys

For **LO1, AC1.1** Describe different aspects and factors to consider when planning a journey, learners may find the exemplification guidance in this unit useful. **LO2, LO3** and **LO4** contain competence based assessment criteria and therefore require observations of learners' working practices.

Unit HSC2013: Support care plan activities

LO1 – Be able to prepare to implement care plan activities

LO2 – Be able to support care plan activities

LO3 – Be able to maintain records of care plan activities

LO4 – Be able to contribute to reviewing activities in the care plan

For **LO1, AC1.3** Confirm with others own understanding of the support required for care plan activities, learners will find it useful to use the exemplification guidance in relation to the meaning of 'others'. For **LO3, AC3.1** Record information about implementation of care plan activities, in line with agreed ways of working and **AC3.2** Record signs of discomfort, changes to an individual's needs or preferences, or other indications that care plan activities may need to be revised; work product evidence could support learners' observations of their practices.

Optional Units for Schemes 05925 and 05926

Unit HSC3013: Support individuals to access and use services and facilities

LO1 – Understand factors that influence individuals' access to services and facilities

LO2 – Be able to support individuals to select services and facilities

LO3 – Be able to support individuals to access and use services and facilities

LO4 – Be able to support individuals to review their access to and use of services and facilities

For **LO3, AC3.2** Carry out agreed responsibilities to enable the individual to access and use services and facilities; this assessment criterion must be observed. For **LO4**, Be able to support individuals to review their access to and use of services and facilities; learners' practices must be observed.

Unit HSC3045: Promote positive behaviour

LO1 – Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support

LO2 – Understand the context and use of proactive and reactive strategies

LO3 – Be able to promote positive behaviour

LO4 – Be able to respond appropriately to incidents of challenging behaviour

LO5 – Be able to support individuals and others following an incident of challenging behaviour

LO6 – Be able to review and revise approaches to promoting positive behaviour

LO3, LO4, LO5, LO6 contain competence based assessment criteria and therefore require observations of learners' working practices.

Optional Units for Scheme 05927

Unit SS OP 3.1: Understand Models of Disability

LO1 – Understand the difference between models of disability

LO2 – Understand how the adoption of models of disability can shape an individual's identity and experience

LO3 – Understand how the adoption of models of disability can shape service delivery

For **LO1, AC1.1** Outline the history and development of the medical, social and psycho-social models of disability, learners must address both aspects of this assessment criterion.

Unit SS OP 3.2 Promote effective communication with individuals with sensory loss

LO1 – Understand the importance of effective two-way communication

LO2 – Understand different methods that can support communication with individuals with sensory loss

LO3 – Be able to support the individual with communication

LO4 – Evaluate the effectiveness of methods of communication used to support an individual with sensory loss

For **LO1, AC1.2** Explain why two-way communication is important for individuals with sensory loss, learners should take into consideration the scope of the term 'sensory loss' i.e. it could include sight loss, hearing loss and deaf blindness.

4. Sector Update

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

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

January 2017

- Useful resources for the Care Certificate

OCR Report to Centres: 2016 – 2017

A set of free resources for the Care Certificate including information, guidance and useful documents:

<https://carecertificate.co.uk/useful-information/>

February 2017

- Age UK's report 'Health and Care of Older People in England'.

The report uses information from official sources to inform on how health and care provision is working for older people in the UK. The report can be accessed from here:

[http://www.ageuk.org.uk/Documents/EN-GB/For-professionals/Research/The Health and Care of Older People in England 2016.pdf?dtrk=tr ue](http://www.ageuk.org.uk/Documents/EN-GB/For-professionals/Research/The%20Health%20and%20Care%20of%20Older%20People%20in%20England%202016.pdf?dtrk=tr ue)

February 2017

- The Care Quality Commission's (CQC) Report 'The state of adult social care services 2014 to 2017'

This publication presents findings from their comprehensive inspections of adult social care services. Additional information including the report is available from:

<http://www.cqc.org.uk/publications/major-report/state-adult-social-care-services-2014-2017>

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 as well as 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 on the previous page.

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 Verifier Annual Reports, Recording Forms, Units, Model Assignments, Support Materials, Teaching and Learning Resources:

For scheme 05920 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-dementia-care-level-2-certificate-05920/>

For scheme 05922 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-dementia-care-level-3-certificate-05922/>

For scheme 05923 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-health-and-social-care-adults-england-level-2-diploma-05923/>

For scheme 05924 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-health-and-social-care-adults-wales-and-northern-ireland-level-2-diploma-05924/>

For scheme 05925 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-health-and-social-care-adults-wales-and-northern-ireland-level-3-diploma-05925/>

For scheme 05926 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-health-and-social-care-adults-england-level-3-diploma-05926/>

For scheme 05927 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-health-and-social-care-children-and-young-people-wales-and-northern-ireland-level-3-diploma-05927/>

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