OCR

RECOGNISING ACHIEVEMENT

QCF

Health and Social Care

Level 2 Award in Awareness of Dementia

Level 3 Award in Awareness of Dementia

Scheme codes 05919, 05921

Centre Handbook

Contents

1   Introduction

This centre handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualifications which have been accredited onto the Qualifications and Credit Framework (QCF).

OCR Level 2 Award in Awareness of Dementia – scheme code 05919

OCR Level 3 Award in Awareness of Dementia – scheme code 05921

It is important that centre staff involved in the delivery of the above qualifications understand the requirements laid down in this handbook. Centres should therefore ensure that all staff involved in the delivery of these qualifications have access to this document.

1.1   The OCR Awards in Awareness of Dementia

The OCR Awards in Awareness of Dementia provides candidates with high quality, nationally recognised qualifications. They are vocationally-related, credit-based qualifications that provide valuable opportunities for individuals to gain underpinning knowledge and understanding of this specialist area of practice. They support achievement Functional Skills.

The awarding body for these qualifications is Oxford Cambridge and RSA Examinations (OCR) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

These qualifications have been accredited onto the Qualifications and Credit Framework (QCF). They are endorsed by Skills for Care and Development, the sector body for health and social care.

1.2   Administration arrangements for these qualifications

A separate publication, the *Admin guide: Vocational Qualifications* (A850), provides details of the administration arrangements for these qualifications. The Admin Guide is available to download from our website: www.ocr.org.uk.

1.3   What is the Qualifications and Credit Framework (QCF)?

The QCF is a unit and credit-based regulatory framework which replaces the National Qualifications Framework (NQF). It is a way of recognising skills and qualifications by awarding credit for qualifications and units achieved.

1.4   If centre staff have queries

This Centre Handbook components (including unit specifications and associated assessment guidance) and the Admin Guide contain all the information needed to deliver and administer these qualifications. If centre staff have any queries about these qualifications that are not answered in these publications, they should refer to the section Further support and information for details of who to contact. Support is also available on the OCR webpages for these qualifications.

1.5   Documentation updates

The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification webpages at www.ocr.org.uk for details regarding updates to these qualifications.

2   General information

2.1   Qualification profile

Title	OCR Level 2 Award in Awareness of Dementia
OCR code	05919
QAN	501/0319/2 (Qualification Accreditation Number)
Level	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 2
Qualification structure	To achieve this qualification, candidates must achieve a total of 8 credits from 4 mandatory units.

Age group approved	Pre-16	16-18	18+	19+
		✓	✓	✓

This qualification is suitable for	Candidates studying in preparation for employment in the health and social care sector or for those already working in a care environment but who wish to gain understanding of this specialist area of care as part of their continuing professional development. It is anticipated that this qualification will be a component part of the post-16 apprenticeship framework for the sector.
Entry requirements	There are no formal entry requirements for this qualification.
Assessment	The achievement of this qualification is graded as pass or fail only. This qualification is internally assessed by centre staff and externally moderated by OCR.
Funding	For details on eligibility for public funding please refer to the following websites: http://www.dcsf.gov.uk/section96/ http://skillsfundingagency.bis.gov.uk/
Performance figures	For information on this qualification's contribution to performance measurement please see the OFQUAL's National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.org.uk
Last entry date*	31/01/2015
Last certification date*	31/01/2017

*OCR will inform centres of changes to these dates. Please refer to our website www.ocr.org.uk for current dates. All centre records must be updated accordingly.

Title	OCR Level 3 Award in Awareness of Dementia			
OCR code	05921			
QAN	501/0318/0 (Qualification Accreditation Number)			
Level	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 3			
Qualification structure	To achieve this qualification, candidates must achieve a total of 11 credits from 4 mandatory units.			
Age group approved	Pre-16	16-18	18+	19+
		✓	✓	✓
This qualification is suitable for	Candidates studying in preparation for employment in the health and social care sector or for those already working in a care environment but who wish to gain understanding of this specialist area of care as part of their continuing professional development. It is anticipated that this qualification will be a component part of the post-16 apprenticeship framework for the sector.			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	The achievement of this qualification is graded as pass or fail only. This qualification is internally assessed by centre staff and externally moderated by OCR.			
Funding	For details on eligibility for public funding please refer to the following websites: http://www.dcsf.gov.uk/section96/ http://skillsfundingagency.bis.gov.uk/			
Performance figures	For information on this qualification's contribution to performance measurement please see the OFQUAL's National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.org.uk			
Last entry date*	31/01/2015			
Last certification date*	31/01/2018			

*OCR will inform centres of changes to these dates. Please refer to our website www.ocr.org.uk for current dates. All centre records must be updated accordingly.

2.2   Target market

The Level 2 and 3 Awards in Awareness of dementia are aimed at:

- those preparing to care for individuals with dementia

- those already working in a care environment but who wish to gain understanding of this specialist area of care as part of their continuing professional development

2.3   Qualification aims

The Level 2 and 3 Awards in Awareness of Dementia assess candidates' knowledge and understanding of practices in the care of individuals with dementia. It deals with issues such as person-centred approaches, factors that can influence communication, the impact that diversity, equality and inclusion can have on the individual's experience of dementia and the administration of medication.

The units in these qualifications are closely linked with the competence based units in the Certificates in Dementia Care and the Diplomas in Health and Social Care as they share the same knowledge content. Thus, the knowledge gained through the achievement of these qualifications can be used to demonstrate competence in the Certificates in Dementia Care and the Diplomas in Health and Social Care.

2.4   Entry requirements

These qualifications are available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

All centre staff involved in the assessment or delivery of these qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual candidates before entering them as candidates for one of these qualifications.

There are no formal requirements for entry to these qualifications.

2.5   Recognition of Prior Learning

Within the QCF, recognition of prior learning (RPL) is defined as 'A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.' (*Regulatory arrangements for the Qualifications and Credit Framework* Ofqual/08/3726). OCR encourages the use of RPL and centres should advise their learners that they can bring forward any relevant learning (gained either informally or formally) so that, it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete. It is important that centres make it clear to their learners that the RPL

process is concerned with how the learner has acquired the knowledge, understanding or skills, it does not mean the learner is exempt from the assessment.

The currency of knowledge and ability, is often important when recognising skills and competences. Where assessment is devolved to centres through assignments or portfolio-building, centre staff must judge the relevance of prior learning in all its aspects (including currency) to the qualification being assessed, before OCR will quality assure and authorise certification.

2.6   Unique Learner Number (ULN)

It is an OFQUAL requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all candidates who have claimed certification for these qualifications. Where a candidate has a ULN, you should enter their number in the ULN field of the entry form. For candidates who do not have a ULN, a claim will still be accepted if you leave this field blank but OCR will not be able to send these achievements to the Diploma Aggregation Service. Further information about this can be found in the *Admin guide: Vocational Qualifications* (A850) available to down load from www.ocr.org.uk.

2.7   Progression opportunities

These qualifications are part of a suite of qualifications in dementia care and there are opportunities to progress within the suite of qualifications. For example, a candidate achieving a Level 2 Award in Awareness of dementia may get recognition for higher level achievement by progressing to the Level 3 Award in Awareness of dementia.

The suite of qualifications also contain Certificates in Dementia Care which are competence based qualifications linked to a candidates' ability to competently perform a range of tasks connected with their work. Candidates who move to working with individuals with dementia can thus get recognition for their competence by achieving the Level 2 Certificate in Dementia Care.

The units in these qualifications also appear in the structure of the Diplomas in Health and Social Care and candidates will be able to use their achievement of units in these qualifications towards the achievement of the Diplomas.

2.8   Supporting OCR candidates

Centres should ensure that candidates are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

Centre staff should provide guidance to candidates on the assessment process and help candidates prepare for assessment. Full details on how the units are assessed are in sections 3 and 6 of this centre handbook.

2.9 Wider issues

These qualifications provide potential for centres to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues and heighten candidates' awareness of environmental issues, health and safety considerations and European developments.

Spiritual, moral, ethical, social and cultural issues

Centre staff delivering a course that supports these qualifications would have opportunities to address spiritual, moral, ethical, social and cultural issues.

For example, in Unit DEM 207 candidates will need to understand that an individual's values and beliefs can affect their attitudes towards individuals with dementia. This unit also deals with the importance of making an individual with dementia feel valued and included and enabling them to engage in daily life.

In addition, Unit DEM 310 requires candidates to explore further issues around diversity, equality and inclusion.

Environmental issues, health and safety considerations and European developments

Centre staff delivering a course that supports these qualifications may have opportunities to address environmental issues, health and safety considerations and European developments depending on the method of delivery/choice of teaching materials.

For example, Unit DEM 305 deals with the administration of medication to individuals with dementia, the need to adhere to administration instructions and to report side effects and adverse reactions.

2.10 Guided learning hours

Each of the units in these qualifications are allocated a number of guided learning hours (glh) which indicates the approximate number of hours for teacher supervised or directed study time and assessment. Information on unit glh for this qualification is given in section 6.

2.11 Funding

These qualifications are accredited at Levels 2 and 3 of the Qualifications and Credit Framework and are eligible for funding under Section 96 and/or Skills Funding Agency. For details on eligibility for public funding please refer to the following websites:

http://www.dcsf.gov.uk/section96/

http://skillsfundingagency.bis.gov.uk/

2.12 Mode of delivery

OCR does not specify the mode of delivery or specify a time limit for the achievement of these qualifications other than the expiry dates for entry and certification laid down by the regulatory authorities detailed in the qualification profiles.

Centres should consider the candidates' complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by centre staff.

OCR has produced assessment guidance for each unit in these qualifications which is available on the website. The assessment guidance contains suggestions for teaching and training activities to help candidates to gain the required level of knowledge and understanding as set out in the content in the units.

OCR strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies.

Candidates should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (eg Health and Safety).

2.13 Resources

Staff conducting assessment must understand fully the requirements of these qualifications. Centres should ensure that appropriate physical resources are made available to candidates.

The assessment guidance developed for each unit will contain guidance on the resources which will support learning and delivery of the specifications.

2.14 Delivery in Wales and Northern Ireland

The specifications for these qualifications have only been approved by Ofqual for delivery in England/Wales/Northern Ireland during the life of the qualifications.

Candidates in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur the terms used have been selected as neutral so that candidates may apply whatever is appropriate to their own situation.

We will provide specifications and supporting documentation in English.

Further information concerning the provision of assessment materials in Welsh and Irish may be obtained from the OCR Customer Contact Centre: 024 76 851509.

2.15 Access arrangements and special consideration

We aim to make sure that all candidates are given equal opportunity to demonstrate their skills.

OCR recognises that there are some candidates who can demonstrate attainment in the skills being assessed, but who may be disadvantaged by standard assessment arrangements. For these candidates standard assessment arrangements may be adjusted to enable them to compete on an equal basis with other candidates, provided that the adjustments do not compromise the integrity of the qualification(s).

Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates. This is to ensure that the adjustment will only compensate candidates for their particular difficulty without giving them an advantage over others.

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is one which is shared between OCR and the centre. Centre staff should consult the JCQ publication *Access Arrangements and Special Consideration for General and Vocational Qualifications* for a description of their responsibilities and the procedures by which adjustments can be made.

For further guidance on specific assessment requirements of individual qualifications and appropriate adjustments to assessment, centres are advised to contact the relevant Qualifications Team at OCR's Coventry office.

2.16   Results enquiries and appeals

Please refer to the *Admin guide: Vocational Qualifications* (A850) which can be downloaded from the OCR website www.ocr.org.uk .

2.17   Centre malpractice guidance

It is the responsibility of the Head of Centre[*] to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to the OCR Standards Division.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly, and report the outcomes to the OCR Standards Division.

Further information and a form which can be used for reporting issues are contained in the JCQ publication*: Suspected Malpractice in Examinations and Assessments* which is available from www.jcq.org.uk together with OCR's *Malpractice Procedures – A Guide for Centres*.

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[*] The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

3 Assessment and moderation

3.1 Assessment: Key features

Key features of the assessment of these qualifications are:

- Candidates have to produce evidence that meets all the learning outcomes and assessment criteria

- Evidence can be generated either in or outside of the workplace, using any one or a combination of assessment methods

- Evidence is assessed in the centre by occupationally knowledgeable and qualified centre assessors

- Assessment is subject to internal standardisation to ensure that all assessment is being carried out in a similar way and to an equivalent standard

- Centres send candidates' completed work to OCR Examiner-moderator by post

- OCR Examiner-moderator samples candidates' work to ensure that centre' internal assessments meet the requirements of the qualification

3.2 Assessment planning

It is important for centres to carry out some form of initial assessment that identifies what knowledge a candidate already has and the gaps that they need to look at.

Assessors should agree a number of issues with candidates, including:

- Finding the best source of evidence to use for particular units/learning outcomes

- Finding the best way of assessing the candidate

3.3 Assessment: How it works

Candidates will have to put together a portfolio of evidence to demonstrate how they have met the learning outcomes and assessment criteria of particular units. The evidence can come from naturally occurring work-related activities if the candidates are on work placement. Alternatively centres can devise tasks or projects that will allow candidates to generate the required evidence. Any centre devised tasks/assignments/projects need to be cross-referenced to the appropriate learning outcomes and assessment criteria to ensure that full coverage can be achieved.

To assist centres and candidates with the generation of appropriate evidence, OCR has produced assessment guidance for each unit which can be downloaded from the website. The assessment guidance contains the following:

- Detailed knowledge, understanding and skills that underpin the assessment criteria and learning outcomes. The knowledge and understanding is not exhaustive and may be expanded upon or tailored to particular contexts to which the unit is being taught and the assessment criteria applied.

- Evidence requirements which set out how the evidence can be presented and the breadth in which the learning outcomes and assessment criteria need to be covered.

- Guidance on assessment which gives examples of possible sources of evidence/activities or tasks. The example tasks or activities are not mandatory nor is it an exhaustive list.

- Guidance on teaching and delivery.

In order to assist centres and candidates with the gathering of evidence, OCR has produced the following recording documents which can be downloaded from the web pages for these qualifications:

- Evidence Record Sheet

- Witness Statement Form

Further information about recording documentation available for these qualifications can be found in Section 8 of this handbook.

When candidates complete a task/activity, the centre assessor will assess their work. When assessors are satisfied that the candidate has met all of the requirements for a unit, they must confirm this by signing the Evidence Record Sheet for the unit to show that the assessment process is complete. Candidates must also sign this form to confirm that the evidence produced is their own work.

3.4   Authentication

Tutors/Assessors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the tutor/assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the tutor/assessor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for tutors/assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources.

Where permitted by the specification, the work of individual candidates may be informed by working with others, for example, in undertaking research, but candidates must provide an individual response as part of any task outcome.

Whilst there are no restrictions on the number of times that a candidate can resubmit evidence, it is the responsibility of the tutor/assessor to ensure that the details of any feedback and guidance are clearly recorded. Any advice to individual candidates over and above that given to the class as a whole should be recorded.

3.5 Internal standardisation

Internal standardisation is an important part of the local assessment process. Centres are required to demonstrate that a system is in place which ensures that all assessment is being carried out in a similar way and to an equivalent standard across all teachers/tutors acting as assessors. Centres are not required to submit evidence of standardisation to the Examiner-moderator, but are required to keep evidence of standardisation and records of any decisions/issues for a minimum of one year and make this available to OCR when requested.

In order to maintain a consistent approach to internal standardisation, internal quality assurance personnel should be nominated. They will be responsible for:

- maintaining a list of current assessors

- ensuring that all current assessors are working to the same standard

- arranging regular meetings

- ensuring cross-moderation of work between assessors

- maintaining records of the outcome of cross-moderation activities

- regularly sampling the assessment of all assessors and documenting the outcome

- advising assessors of any discrepancies in assessment and suggesting ways in which assessment may be brought into line with the work of other assessors

- completing the relevant internal standardisation records.

In order to assist centres with the recording of internal standardisation activities, OCR has produced an Internal Standardisation Report form which can be downloaded from the web pages for these qualifications.

3.6 External moderation: How it works

Key features of the external moderation process are given below.

External moderation for these qualifications follows the postal moderation process.

Each centre will be allocated an OCR Examiner-moderator who will moderate centres' assessment decisions to ensure that centres' internal assessments meet the requirements of these qualifications.

OCR requires centres to send only the required evidence and related recording documentation to the Examiner-moderator by post for moderation.

Teachers/tutors must check that each learning outcome and assessment criterion has been successfully met by the candidate before work is signed and sent for external moderation. Centres should note that all work must be assessed in the centre before being submitted to the OCR Examiner-moderator. Evidence of assessment must be shown on each candidate's work and the assessor must complete a Candidate Evidence Record Sheet for each completed unit.

Centres should discourage candidates from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage candidates to present their work so that it is easily accessible, for example as spiral bound, stapled booklet or using treasury tags.

Centres will be required to complete a Submission Cover sheet for each batch of work they send to the Examiner-moderator. The Submission Cover Sheet will list all the units for the qualification and centres need to indicate on the sheet the units being submitted at that time. The Submission Cover Sheet can be downloaded from the web pages for these qualifications.

We recommend that centres use a secure form of delivery to send the candidates' work to the Examiner-moderator. OCR cannot take responsibility for any work lost in transit.

Centres should note that submitted evidence is not returned.

Centres may also submit candidates' work electronically. Further information on electronic submissions or submissions using e-portfolio can be found in Sections 7.3 and 7.4 of this Centre Handbook.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled. No substitution of candidates' work will be allowed unless prior agreement of the OCR Examiner-moderator has been obtained.

3.7 Post moderation

The Examiner-moderator will complete an electronic Centre Feedback Report Form (eNQF6) for each batch of work they moderate. This form is a multi-purpose document which is used to:

- record the Examiner-moderator's adjustments to the centre's assessment decisions

- provide feedback to the centre on problems with the centre's assessment or administration.

The report will be available for centres to view on OCR Interchange once moderation has been completed.

If the Examiner-moderator finds that the standard of centre assessment is not consistent enough to ensure that sample moderation will be successful in identifying problems with the batch, they can recommend that the work be returned to the centre to be re-assessed. In this case, guidance will be given in the Centre Feedback Report form on what the centre needs to do. If the work is returned to the centre for a remark it is not an opportunity for candidates to revisit their work or for further evidence to be added to the portfolios.

If an Examiner-moderator disagrees with an assessor's assessment decision; the claims for the units in question will be rejected. Any changes to the award of units will be recorded in the Centre Feedback Report Form (eNQF6) and will be reflected in the certificates that are issued to the candidates.

If units had been rejected following moderation, but the candidate still wishes to achieve the units, the centre will have to enter the candidate again for the particular units. The units will have to be submitted for moderation again once the units have been re-assessed and once the centre is confident that the evidence meets the assessment requirements.

Examiner-moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their Examiner-moderator in any way other than through posting candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to OCR, Coventry.

4 Assessor and Internal Quality Assurance Requirements

4.1 Assessment Centre Requirements

The Assessment Centre must:

- Ensure that there are a sufficient number of people occupationally knowledgeable and qualified to assess the number of candidates they anticipate to register

- Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair

- Ensure that those undertaking the roles of internal quality assurance and assessment maintain their skills, knowledge and understanding regarding assessment and internal quality assurance and the associated qualifications.

The occupational expertise of those undertaking the roles of assessment and internal quality assurance is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and internally quality assurance is of paramount importance. Centres must ensure that there is sufficient time to conduct effective assessment and internal quality assurance.

4.2 Assessors

Assessment is an activity that can be performed by a dedicated individual or as part of an individual's wider role e.g. supervisor, manager, tutor.

Assessment decisions for knowledge based learning outcomes, eg those beginning with 'know' or 'understand', must be made by an occupationally knowledgeable assessor. This means that the assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions. This means that the assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions, for example A1 or D32/D33 or their replacement qualifications.

5   Certification

Candidates who achieve the full qualification will receive:

- a certificate listing the unit achieved with their related credit value, and

- a certificate giving the full qualification title, for example

OCR Level 2 Award in Awareness of Dementia

Candidates achieving one or more units but who do not meet the credit requirements for a full certificate will receive a certificate listing the units they have achieved along with their credit value.

5.1   Claiming certificates

Certificates will be issued directly to the centre for successful candidates. In order to ensure that these are automatically issued centres must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Admin guide: Vocational Qualifications* (A850) for full details.

5.2   Replacement certificates

If a replacement certificate is required a request must be made to the OCR Operations Division on 024 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. A charge will be made for a replacement certificate.

6   Qualification structure and units

6.1   Qualification structures

Candidates do not have to achieve units in any particular order and teachers/tutors should tailor learning programmes to meet individual candidate needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of these qualifications and identify opportunities to link the units across qualifications and levels.

If a candidate is not able to complete the full qualification, their achievements will be recognised through the issue of a unit certificate listing the units achieved.

OCR Level 2 Award in Awareness of Dementia

(Qualification Accreditation Number 501/0319/2)

To achieve this qualification, candidates must achieve a total of 8 credits from 4 mandatory units.

The following table contains the mandatory units.

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	DEM 201	Dementia awareness	J/601/2874	2	2	17
2	Dem 202	The person centred approach to the care and support of individuals with dementia	H/601/2879	2	2	17
3	Dem 205	Understand the factors that can influence communication and interaction with individuals who have dementia	T/601/9416	2	2	18
4	Dem 207	Understand equality, diversity and inclusion in dementia care	A/601/2886	2	2	20

OCR Level 3 Award in Awareness of Dementia

(Qualification Accreditation Number 501/0318/0)

To achieve this qualification, candidates must achieve a total of 11 credits from 4 mandatory units.

The following table contains the mandatory units.

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	Dem 301	Understand the process and experience of dementia	J/601/3538	3	3	22
2	Dem 305	Understand the administration of medication to individuals with dementia using a person centred approach	K/601/9199	2	3	15
3	Dem 308	Understand the role of communication and interactions with individuals who have dementia	L/601/3539	3	3	26
4	DEM 310	Understand the diversity of individuals with dementia and the importance of inclusion	Y/601/3544	3	3	23

6.2   Unit format

The format of OCR's units is detailed below.

A unit title

This is a summary of the content of the unit.

Level

This advises the QCF level on which the unit is accredited.

Credit value

This advises how many credits the candidate will achieve for successful achievement of the unit.

Guided learning hours (glh)

This specifies the amount of time that the average candidate would be expected to take to complete all requirements of the unit.

Unit expiry date

This section specifies the end accreditation date of the unit.

Unit purpose and aim

This section specifies the overall purpose and aim of the unit.

Learning outcomes

These set out what the candidate is expected to know and understand as a result of the learning process.

Assessment criteria

These detail the requirements that the candidate will be assessed against in order to evidence the learning outcomes.

Knowledge, understanding and skills

This details the underpinning knowledge, understanding and skills which candidates will need in order to be able to undertake the assessment for the unit and to meet the requirements of the assessment criteria.

Assessment

This section details how the assessment criteria will be assessed.

Evidence requirements

These provide specific detail to amplify the knowledge or understanding required to meet the assessment criteria.

Guidance on assessment and evidence requirements

This provides guidance on how the assessment could be carried out and how the evidence requirements could be met.

National Occupational Standards (NOS) mapping/signposting

This section provides mapping/signposting to the relevant National Occupational Standards.

Functional skills signposting

This section provides signposting to functional skills.

Resources

This section contains details of any specific resources that must be available to the candidate or suggested resource material that will support learning.

Additional information

This section contains further information such as sector support and unit classification.

6.3   Units

Units can be downloaded from the OCR website www.ocr.org.uk.

7 Administration arrangements

This section provides an overview of the administration arrangements operating for these qualifications. Please refer to the *Admin guide: Vocational Qualifications* (A850) for further information.

7.1 Overview of full process

The following flow chart provides a brief summary of how these qualifications are delivered.

Apply for centre approval
Complete the approval form

↓

Make entries
Via Interchange or EDI

↓

Submit claim via Interchange

↓

Send candidates' work to the OCR Examiner-moderator

↓

OCR Examiner-moderator moderates candidates' work

↓

OCR issues certificates
OCR publishes electronic results and sends unit and full award certificates as appropriate
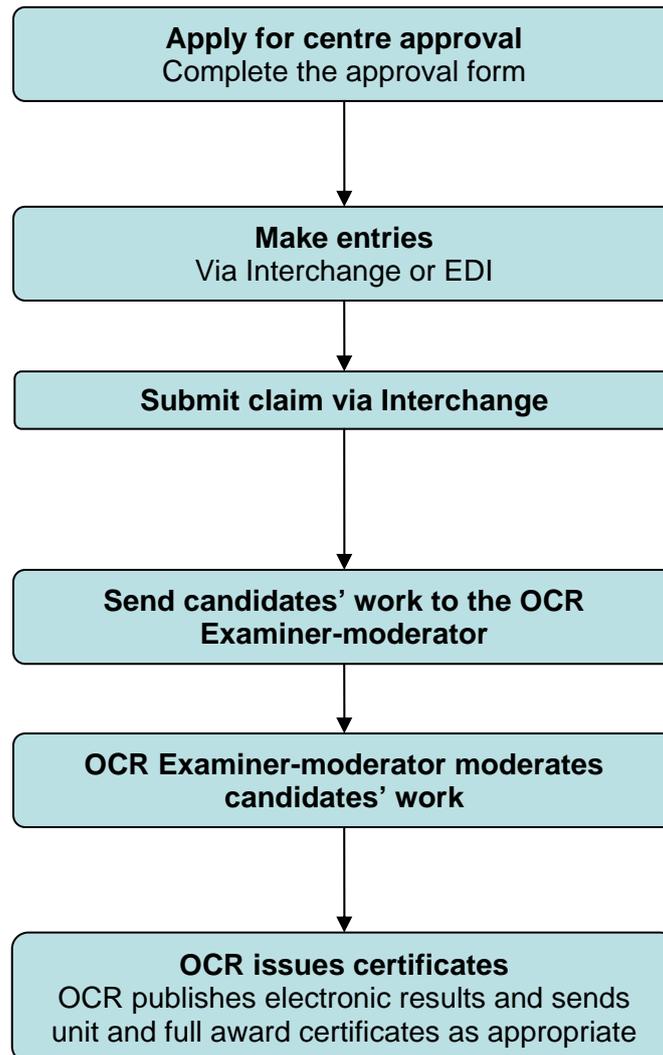
7.2 How to make claims

All claims should now be carried out via OCR Interchange. For full details of the process please see **Making online claims for QCF and Functional Skills qualifications** at http://www.ocr.org.uk/download/interchange/ocr_33895_int_qcf_and_fs_claims.ppt

Please note that completed work must be sent to the Examiner-moderator within 24 hours of the claim being made on Interchange.

7.3 Electronic submissions

Candidate work can be submitted electronically to the Examiner-moderator.

All Examiner-moderators have a 4 digit OCR mailbox ocremxxxx@ocr.org.uk

Candidate evidence can be emailed direct to this address, as soon as the unit(s) have been claimed on Interchange.

The subject heading should include the centre number, scheme code and claim number as indicated on Interchange. Each email should only contain the evidence of one claim number (please see point 6 below). Please list the candidate names.

Please follow the following guidelines:

1.   Please create one folder for each candidate and include the Submission Cover Sheet, the Evidence Checklists together with the relevant files in that folder.

2.   If you are submitting more than one unit, please create a sub-folder for each unit and include the Submission Cover Sheet in each folder.

3.   Please ensure all files show evidence of the assessor's marking.

4.   If evidence is scanned, please scan all pages the correct way (it is difficult to view pages on screen if they are scanned upside down).

5.   Hyperlinks can be incorporated into the Evidence Checklists in order to make it easier for the Examiner-moderator to find which part of the evidence maps to the assessment criteria.

6.   Sizes should be restricted to 10mb per email. If it is any larger, it should be split between emails and clearly labelled, eg **email 1 of 2, email 2 of 2**.

7.4 Submissions using e-portfolios

If a centre is using an e-portfolio to organise the candidate's work, they can email their Examiner-moderator's OCR mailbox, giving them login details and instructions on how to navigate around the site. It is important to send the Examiner-moderator this information each time you make a claim.

Please follow these guidelines:

1.   Please ensure that the Submission Cover Sheet, the Evidence Checklists are included in the portfolio.

2.   Please ensure that final candidate evidence is easy to find.

3.   Please ensure that all candidate evidence for each unit is contained within the same folder.

4. Please follow points 3 – 6 in the section on Electronic Submissions.

NB. The Examiner-moderator's OCR mailbox can only be used to send candidate evidence, or to advise about e-portfolio login and navigation. It cannot be used to ask questions, or enter into any other dialogue. Supplementary information or explanations to the Examiner-moderator must not be provided in the email.

8   Supporting Documentation

8.1   OCR Recording documentation

Evidence Record Sheet

A generic OCR Evidence Record Sheet is available for each of the Awards in Awareness of Dementia. It is the vehicle for linking evidence to the 'learning outcomes and 'assessment criteria'. Centres must complete an Evidence Record Sheet for each unit the candidate completes. The completed Evidence Record Sheet must be signed by the tutor/assessor and candidate before it is submitted with the evidence to the Examiner-moderator.

Internal Standardisation Report form

Centres will have to complete an Internal Standardisation Report form to document that they have standardised the internal assessment across all assessors. This form does not have to be submitted to OCR with the batch of work, but centres need to keep a record of internal standardisation activities for a minimum of one year and make this available to OCR when requested.

Submission Cover Sheet

There is a Submission Cover Sheet for each of the Awards in Awareness of Dementia.

The relevant sheet must be copied and used when submitting the candidate's completed work for external moderation. The assessor must sign the Submission Cover Sheet to confirm that the evidence provided for the unit was produced unaided by the candidate.

Witness Statement form

The purpose of this sheet is to capture statements from witnesses observing a candidate carrying out an activity. This sheet, when completed, will form part of a candidate's evidence. The witness statement is a blank, generic form that may be adapted for any unit.

Copies of all the above forms can be downloaded from the web pages for these qualifications on OCR's website at www.ocr.org.uk

9   Guidance For Candidates

9.1   What are the Awards in Awareness of Dementia?

These qualifications aim to:

- provide accreditation for candidates' knowledge and understanding of this specialised area of care

- prepare candidates for employment in a job that involves caring for individuals with dementia

- update the knowledge and understanding of this specialised area of care of those already employed in a care role

9.2   What do I have to do to achieve these qualifications?

OCR Level 2 Award in Awareness of Dementia

(Qualification Accreditation Number 501/0319/2)

To achieve this qualification, you must achieve a total of 8 credits from 4 mandatory units.

The following table contains the mandatory units.

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	DEM 201	Dementia awareness	J/601/2874	2	2	17
2	Dem 202	The person centred approach to the care and support of individuals with dementia	H/601/2879	2	2	17
3	Dem 205	Understand the factors that can influence communication and interaction with individuals who have dementia	T/601/9416	2	2	18
4	Dem 207	Understand equality, diversity and inclusion in dementia care	A/601/2886	2	2	20

OCR Level 3 Award in Awareness of Dementia

(Qualification Accreditation Number 501/0318/0)

To achieve this qualification, you must achieve a total of 11 credits from 4 mandatory units.

The following table contains the mandatory units.

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	Dem 301	Understand the process and experience of dementia	J/601/3538	3	3	22
2	Dem 305	Understand the administration of medication to individuals with dementia using a person centred approach	K/601/9199	2	3	15
3	Dem 308	Understand the role of communication and interactions with individuals who have dementia	L/601/3539	3	3	26
4	DEM 310	Understand the diversity of individuals with dementia and the importance of inclusion	Y/601/3544	3	3	23

9.3　What if I cannot gain enough credits for a full qualification?

These qualifications are very flexible and allow you to achieve recognition for what you have already achieved even if you do not finish the full qualification. OCR has systems in place which allow you to be awarded a certificate listing the unit (or units) you have achieved even if you are unable to complete the full qualification.

9.4　How do I know that these qualifications are right for me?

These qualifications are designed for those wishing to gain an appropriate qualification for the purposes of working in the health and social care sector.

These qualifications may also form a progression route to higher level courses such as Higher National Diploma (HND) or other appropriate higher education qualifications.

9.5　How are the units assessed?

You will be required to compile a portfolio of evidence that meets the requirements of the learning outcomes against the stated assessment criteria. The evidence can either come from naturally occurring activities if you are on work placement or centres can devise tasks or projects for you to complete.

9.6   Do I need to pass all of the units?

The units that need to be passed in order to achieve a full qualification are detailed in section 9.2. However, each unit represents a worthwhile achievement in its own right, and certification is also available at unit level.

9.7   Can my work for these qualifications prepare me for my Functional Skills?

The work that you do for these qualifications may help to prepare you for the functional skills assessment. Individual unit specifications contain indicators where candidates may have an opportunity to develop their functional skills.

OCR wishes you every success in your achievement of these qualifications.

10 Mapping and Signposting

10.1 National Occupational Standards (NOS) Mapping

These qualifications provide a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to National Occupational Standards (NOS) in Health and Social Care.

Each unit contains details of the signposting to the NOS.

10.2 Functional skills signposting

Training provided for these qualifications may help to prepare candidates for the functional skills assessment. It is likely however that further training would be needed to fully prepare candidates for functional skills assessment.

Each unit contains details of the signposting to functional skills.

11 Further Support and Information

11.1 Enquiries

For enquiries relating to any of OCR's vocational qualifications, please contact the OCR Customer Contact Centre on:

Telephone: 024 76 851509
Fax: 024 76 851633
Email: vocational.qualifications@ocr.org.uk

Alternatively, you could visit OCR's website at www.ocr.org.uk for further information on OCR qualifications.

11.2 Results enquiries

For information about result enquiries please refer to the OCR website at www.ocr.org.uk.

11.3 Customer feedback

We welcome feedback from customers on all aspects of our provision. Comments relating to this documentation should be sent to:

The OCR Qualification Manager
Health and Social Care
Qualifications Division
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

11.4   OCR Training Events

Information on OCR's training events for centres can be found on the OCR website by going to www.ocr.org.uk, or by contacting:

OCR Training
Customer Support Division
Progress House
Westwood Way
Coventry CV4 8JQ

Telephone: 02476 496 398
Fax: 02476 496 399
Email: training@ocr.org.uk

11.5   OCR Publications

The OCR Publications Service offers support to OCR customers, centres, parents and candidates. It offers a wide range of up-to-date materials for sale which relate to our key qualifications. These materials include specifications, past papers, mark schemes and a range of support materials.

The OCR Publications Catalogue holds the full list of materials currently available to order. To obtain a copy of this and to order publications, please go to http://publications.ocr.org.uk or call our dedicated order line on 0870 770 6622.

Orders can also be emailed to publications@ocr.org.uk or posted to the address on the order form printed in the OCR Publications Catalogue.

OCR Support Materials prepare extra resources to help you deliver our qualifications. These support materials can be ordered from OCR Publications and more information about the materials can be obtained from support.materials@ocr.org.uk.

11.6   Documents related to these qualifications

OCR's *Admin guide: Vocational Qualifications* (A850)

JCQ publications:

- *Access Arrangements, Reasonable Adjustments and Special Consideration;*
- *Instructions for Conducting Examinations;*
- *Suspected Malpractice in Examinations and Assessments*

12 Glossary

Analyse	to examine in detail in order to discover meaning, essential features, etc
Apply	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
Assess	to judge the worth, importance, etc, of; evaluate
Calculate	to solve (one or more problems) by a mathematical procedure; compute
Carry out	to perform or cause to be implemented
Chart	to plot or outline the course of to make a detailed plan of to make a chart of
Classify	to arrange or order by classes; categorise
Collect	to gather together or be gathered together
Communicate	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc
Compare	to regard or represent as analogous or similar; liken
Compile	to make or compose from other materials or sources
Complete	to make whole or perfect to end; finish
Conduct	to do or carry out
Contrast	to distinguish by comparison of unlike or opposite qualities
Contribute	to give (support, money, etc) for a common purpose or fund to supply (ideas, opinions, etc) as part of a debate or discussion
Cook	to prepare (food) by the action of heat, as by boiling, baking, etc, or (of food) to become ready for eating through such a process
Define	to state precisely the meaning of (words, terms, etc)
Deliver	to carry (goods, etc) to a destination, esp. to carry and distribute (goods, mail, etc) to several places to hand over, transfer, or surrender to produce or perform something promised or expected
Demonstrate	to show, manifest, or prove, esp. by reasoning, evidence, etc
Describe	to give an account or representation of in words
Design	to work out the structure or form of (something)
Detail	to list or relate fully to include all or most particulars
Develop	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
Devise	to work out, contrive, or plan (something) in one's mind
Discuss	to have a conversation about; consider by talking over; debate to treat (a subject) in speech or writing
Estimate	to form an approximate idea of (distance, size, cost, etc); calculate roughly; gauge

Evaluate	to ascertain or set the amount or value of
	to judge or assess the worth of; appraise
Examine	to look at, inspect, or scrutinise carefully, or in detail; investigate
Explain	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc
Explore	to examine or investigate, esp. systematically
Generate	to produce or bring into being; create
Give	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others
	to impart or communicate
Identify	to prove or recognise as being a certain person or thing; determine the identity of
Illustrate	to clarify or explain by use of examples, analogy, etc
Implement	to carry out; put into action; perform
Interact	to act on or in close relation with each other
Interpret	to clarify or explain the meaning of; elucidate
Investigate	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
Justify	to prove or see to be just or valid; vindicate
	to show to be reasonable; warrant or substantiate
Keep	to have or retain possession of
Lead	to show the way to (an individual or a group) by going with or ahead
	to guide or be guided by holding, pulling, etc
	to phrase a question to (a witness) that tends to suggest the desired answer
Measure	to determine the size, amount, etc, of by measurement
Monitor	to observe or record (the activity or performance) of (an engine or other device)
Organise	to form (parts or elements of something) into a structured whole; co ordinate
Outline	to give the main features or general idea of
Participate	to take part, be or become actively involved, or share (in)
Perform	to carry out or do (an action)
Plan	to have in mind as a purpose
	to make a plan of (a building)
Prepare	to make ready or suitable in advance for a particular purpose or for some use, event etc
	to put together using parts or ingredients; compose or construct
	to equip or outfit
Present	to show, exhibit
	to put forward; submit
	to bring or suggest to the mind
Produce	to bring (something) into existence; yield
	to bring forth (a product) by physical or mental effort; make
Profile	to draw, write or make a profile of

Promote	to further or encourage the progress or existence of
	to raise to a higher rank, status degree etc
	to urge the adoption of; work for
	to encourage the sale of (a product) by advertising or securing financial support
Propose	**to put forward (a plan, motion, etc) for consideration or action**
Provide	to put at the disposal of; furnish or supply
Recognise	to perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known; know again
Recommend	to advise as the best course or choice; counsel
Research	to carry out investigations into (a subject, problem etc)
Review	to look at or examine again
	to look back upon
Select	to choose (someone or something) in preference to another or others
Serve	to render or be of service to (a person, cause, etc); help
	to distribute or provide
Show	to make, be, or become visible or noticeable
	to indicate or explain; prove
Suggest	to put forward (a plan, idea, etc) for consideration
Summarise	to make or be a summary of; express concisely
Understand	to know and comprehend the nature or meaning of
Undertake	to contract to or commit oneself to (something) or to do (something)
Use	to put into service or action; employ for a given purpose