

Centre Handbook

Health and Social Care

OCR Level 1 Nationals

Contents

1	Introduction	1
1.1	Documentation updates	1
1.2	OCR Nationals suite of qualifications	2
1.3	Administration arrangements for these qualifications	2
1.4	If centre staff have queries	2
2	General Information	3
2.1	Qualification profiles	3
2.2	Target	6
2.3	Qualification aims	6
2.4	Entry requirements	7
2.5	Entry restrictions	7
2.6	Progression opportunities	7
2.7	Work experience	8
2.8	Supporting candidates	8
2.9	Wider issues	8
2.10	Guided learning hours	9
2.11	Mode of delivery	10
2.12	Resources	10
2.13	Delivery in Wales and Northern Ireland	11
2.14	Arrangements for candidates with access-related needs	12
2.15	Funding	12
2.16	Results enquiries and appeals	12
2.17	Centre malpractice guidance	12
2.18	Work-related experience	13
2.19	How work-related experience may be organised	14
3	Assessment	20
3.1	Assessment	20
3.2	Allocation of resources	21
3.3	Generation and collection of evidence	21
3.4	Centre-devised assignments and projects	22
3.5	Sufficiency of evidence and collaboration	22
3.6	Authentication	22
3.7	Simulation	23
3.8	Assessment and grading of evidence	24
3.9	Internal moderation and sampling strategies	26
3.10	Sampling guidance	27
3.11	External moderation	27
3.12	Retention of centre records	28

4	Certification	29
4.1	Grading	29
4.2	Compensation	31
4.3	Claiming certificates	31
4.4	Replacement certificates	31
4.5	Changes to candidate registration	31
4.6	Moving up	31
4.7	Transfers	32
4.8	Special claims	32
5	Qualification Structure	33
5.1	Qualification structure	33
5.2	OCR Level 1 National First Award in Health and Social Care	34
5.3	OCR Level 1 National Award Certificate in Health and Social Care	34
5.4	OCR Level 1 National Award Certificate in Health and Social Care	34
5.5	Unit format	37
6	Administration Arrangements	39
6.1	Overview of full process	40
6.2	How to gain centre approval	40
6.3	How to enter candidates	40
6.4	How to request a visit from an OCR Visiting Moderator	40
6.5	How to prepare for a moderation visit	41
6.6	How to make an enquiry about results or appeal against a result	41
6.7	Administrative documentation	41
7	Supporting Documentation	42
7.1	OCR Model Assignments (Units 2, 3, 5, 6, 7 and 10)	42
7.2	Tracking and recording documentation	42
8	Model Assignments	67
9	Guidance for Candidates	65
9.1	What are the OCR Level 2 Nationals in Health and Social Care?	68
9.2	What do I have to do to achieve these qualifications?	68
9.3	What if I cannot complete enough units needed for a full qualification?	69
9.4	How do I know that these qualifications are right for me?	69
9.5	What is evidence?	70
9.6	How much evidence do I need?	70
9.7	What happens to my evidence?	70
9.8	Where do I keep my evidence?	71
9.9	How much help can I get?	71
9.10	Who are Internal and Visiting Moderators?	72
9.11	How do I keep track of my achievements?	72
9.12	Can my evidence for these qualifications count towards Key Skills?	72
9.13	Finally	72
9.14	Candidate Confirmation of Entry	73

10	Key Skills Signposting	76
11	Mapping	79
11.1	National occupational standards mapping	79
11.2	Mapping to other OCR qualifications	79
11.3	Links with other units	99
12	Further Support and Information	100
12.1	General enquiries	100
12.2	Entry forms and entry enquiries	100
12.3	Results enquiries	100
12.4	Customer feedback	101
12.5	OCR Training Events	101
12.6	OCR Publications	101
12.7	Publications	102
13	Glossary	103

1 Introduction

This Tutor's Handbook provides information for centre staff involved in the planning, delivery, assessment or moderation of the following qualifications which have been accredited onto the National Qualifications Framework (NQF) at Level 1 and are part of the OCR Nationals suite of qualifications:

OCR Level 1 National First Award in Health and Social Care

The OCR scheme code for this qualification is 03651

The Ofqual accreditation number is 100/4050/X

OCR Level 1 National Award in Health and Social Care

The OCR scheme code for this qualification is 03652

The Ofqual accreditation number is 100/4051/1

OCR Level 1 National Certificate in Health and Social Care

The OCR scheme code for this qualification is 03653

The Ofqual accreditation number is 100/4052/3

It is important that centre staff involved in the delivery, assessment or moderation of the above qualifications understand the requirements laid down in this handbook. Centres should therefore ensure that staff have access to this publication.

A copy of this handbook is provided free to all centres on centre approval. Further copies are available to download from our website www.ocr.org.uk or, where preferred, centres may purchase additional copies from OCR Publications (0870 7706622).

1.1 Documentation updates

The information provided in this Tutor's Handbook was correct at the time of print. Occasionally OCR may update this information. Please refer to the updates section of the relevant qualification on our website www.ocr.org.uk for details regarding amendments made to this handbook. For your convenience, the latest amended version of this handbook is available to download from the OCR website.

1.2 OCR Nationals suite of qualifications

The OCR Nationals suite of qualifications provides candidates with high quality, industry-recognised awards geared to the specific requirements of key sectors. They are vocationally-related qualifications that provide valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding which will support entry into work or progression to further studies through Further Education or Higher Education. The OCR Nationals are attractive, practically-based qualifications intended to stimulate and interest candidates. They support achievement of Key Skills and relate to National Occupational Standards thereby providing an ideal progression to National Vocational Qualifications (NVQs) once individuals are in suitable employment.

1.3 Administration arrangements for these qualifications

A separate publication, the OCR Nationals Administration Catalogue (code A028), provides full details of the administration arrangements for these qualifications. The administration catalogue is issued free on centre approval and is available on the OCR website.

1.4 If centre staff have queries

This Tutor's Handbook and the OCR Nationals Administration Catalogue contain all the information needed to deliver, assess, moderate 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 for further support.

2 General Information

2.1 Qualification profile

Title	OCR Level 1 National First Award in Health and Social Care
OCR code	03651
Level	This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 1
QAN	100/4050/X
This qualification is suitable for	Those who wish to embark on the first block of learning needed for the attainment of the Level 1 National Certificate. Candidates will gain a basic introduction to knowledge, understanding and skills within the health and social care sector and develop their personal skills in team-working and career planning. This qualification provides a direct route to the Level 1 National Award. This qualification is also suitable for those wishing to gain a Level 1 qualification to support further study in FE
Entry requirements	There are no formal entry requirements for this qualification
Qualification structure	To achieve this qualification, candidates must complete a total of four mandatory units
Assessment and grading	All units are centre-assessed and externally moderated by OCR. There are no timetabled examinations for this qualification, candidates may complete units at a time that suits the centre. The full award and units from this qualification are graded as Pass, Merit or Distinction
Funding	This qualification has been accredited onto the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above
	For information on qualifications approved by the Secretary of State see the following websites: http://www.dfes.gov.uk/section 96 http://skillsfundingagency.bis.gov.uk/
National Occupational Standards	This qualification relates to National Occupational Standards in Care at Level 2. Mapping to the relevant standards is provided within the Tutor's Handbook
Key Skills	Signposting to Key Skills is provided within the Tutor's Handbook
Last entry date*	31 December 2012
Last certification date*	31 December 2013

*OCR will inform centres of changes to these dates. All centre records must be updated accordingly.

2.1 Qualification profile (continued)

Title	OCR Level 1 National Award in Health and Social Care
OCR code	03652
Level	This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 1
QAN	100/4051/1
This qualification is suitable for	<p>Those who wish to embark on the first and second blocks of learning needed for the attainment of the Level 1 National Certificate. Candidates will gain a basic introduction to knowledge, understanding and skills within the health and social care sector and develop their personal skills in team-working, career planning and communication skills. Candidates will further develop knowledge, understanding and skills within specific vocational sectors through the introduction of sector-specific optional units. This qualification provides a direct route to the Level 1 National Certificate.</p> <p>This qualification is also suitable for those wishing to gain a Level 1 qualification to support further study in FE</p>
Entry requirements	There are no formal entry requirements for this qualification
Qualification structure	To achieve this qualification, candidates must complete a total of eight units consisting of five mandatory units and three optional units. Only one complementary optional unit can count towards a full qualification.
Assessment and grading	<p>All units are centre-assessed and externally moderated by OCR. There are no timetabled examinations for this qualification, candidates may complete units at a time that suits the centre.</p> <p>The full award and units from this qualification are graded as Pass, Merit or Distinction</p>
Funding	This qualification has been accredited onto the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above
	<p>For information on qualifications approved by the Secretary of State see the following websites:</p> <p>http://www.dfes.gov.uk/section_96</p> <p>http://skillsfundingagency.bis.gov.uk/</p>
National Occupational Standards	This qualification relates to National Occupational Standards in Care at Level 2. Mapping to the relevant standards is provided within the Tutor's Handbook
Key Skills	Signposting to Key Skills is provided within the Tutor's Handbook
Last entry date*	31 December 2012
Last certification date*	31 December 2013

*OCR will inform centres of changes to these dates. All centre records must be updated accordingly.

2.1 Qualification profile (continued)

Title	OCR Level 1 National Certificate in Health and Social Care
OCR code	03653
Level	This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 1
QAN	100/4052/3
This qualification is suitable for	<p>Those who wish to gain an introduction to the skills, knowledge and understanding required to prepare for work within the health and social care sector and develop their personal skills in aspects such as team-working, career planning, communication skills and problem solving. This qualification provides opportunities for specialism within the chosen sector through the achievement of specific optional units. This qualification provides a basic introduction to the sector and the structure and content provides a route to the OCR Level 2 National Certificate.</p> <p>This qualification is also suitable for those wishing to gain a Level 1 qualification to support further study in FE</p>
Entry requirements	There are no formal entry requirements for this qualification
Qualification structure	To achieve this qualification, candidates must complete a total of 12 units consisting of six mandatory units and six optional units. Only two complementary optional units can count towards a full qualification.
Assessment and grading	<p>All units are centre-assessed and externally moderated by OCR. There are no timetabled examinations for this qualification; candidates may complete units at a time that suits the centre.</p> <p>The full award and units from this qualification are graded as Pass, Merit or Distinction</p>
Funding	This qualification has been accredited onto the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above
	<p>For information on qualifications approved by the Secretary of State see the following websites:</p> <p>http://www.dfes.gov.uk/section_96</p> <p>http://skillsfundingagency.bis.gov.uk/</p>
National Occupational Standards	This qualification relates to National Occupational Standards in Care at Level 2. Mapping to the relevant standards is provided within the Tutor's Handbook
Key Skills	Signposting to Key Skills is provided within the Tutor's Handbook
Last entry date*	31 December 2012
Last certification date*	31 December 2013

*OCR will inform centres of changes to these dates. All centre records must be updated accordingly.

2.2 Target

These qualifications are typically (although not exclusively) aimed at young people aged 16-19 in full-time further education who are seeking a career in health, social care or early years or wishing to further their studies at Level 1 of the National Qualifications Framework (NQF).

More mature learners wishing to make a fresh start on a course that prepares them for further learning or work involving health and social care related activities are equally served by these qualifications.

These qualifications will also provide young people aged 14-16 with a vocational introduction to the health and social care sector.

Individual units within these qualifications can be entered and certificated separately allowing flexibility to offer individual units alongside other programmes of learning. Candidates have the option of achieving as many or as few units as are appropriate for their own learning needs or employment situation.

2.3 Qualification aims

The OCR Level 1 Nationals in Health and Social Care have been developed to provide candidates with an introduction to the knowledge, understanding and skills required to prepare for work in the health and social care sector. They have also been designed to help candidates develop their personal skills in areas such as team working, career planning, communication and problem solving. They accredit candidates' abilities to carry out a range of tasks and have been designed to accredit candidates' achievements in a modern, practical way that is relevant to the workplace.

These qualifications specifically aim to:

- 1 Develop candidates' knowledge and understanding of generic, 'transferable' skills that are essential for further education, occupational training or employment, ie basic skills, team working and problem solving.
- 2 Develop candidates' knowledge and understanding of the health and social care sector
- 3 Develop candidates' knowledge, understanding and skills in contexts that are relevant to employment situations.
- 4 Enable candidates to develop the skills necessary to participate in real situations.
- 5 Encourage progression by assisting in the development of knowledge, understanding and skills that candidates will need to access further education opportunities or occupational training on a full-time or part-time basis.
- 6 Promote interaction between employers, centres and candidates by relating teaching and assessment to real settings.

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 their requirements and match them to the needs and capabilities of individual learners before entering them as candidates for one of these qualifications. There is no requirement for candidates to achieve an entry level qualification before progressing onto these awards although, as a general guide, candidates with qualification profiles comparable to entry level of the National Qualifications Framework (NQF) will normally be at a level suitable for entry onto a programme leading to one of these qualifications. Individuals should be considered equally for entry whether they hold certificates easily recognisable against the NQF or present more varied profiles for consideration.

2.5 Entry restrictions

There are no restrictions on candidate entry for the full awards. However, these qualifications contain complementary optional units within the optional list of units. For the purpose of the National Award, only one of these units will count towards a full qualification. If candidates choose to complete more than one of these units, one will count towards achievement of the full Award; the other will be recognised on a unit certificate but will not count towards the full Award. For the purpose of the National Certificate, only two of these units will count towards a full qualification. If candidates choose to complete more than two of these units, two will count towards achievement of the full Certificate; the other(s) will be recognised on a unit certificate but will not count towards the full Certificate.

2.6 Progression opportunities

Progression into employment

The qualifications are designed to enable candidates to develop the skills that will support entry into employment at trainee level within some health and social care environments. Such candidates would normally enter employment through a work-related training programme after first achieving a related qualification at Level 2.

Centres will need to ensure that candidates' awareness is raised during the course about the different ages from which care workers can actually start training for jobs within the health and social care sector. For example, in some job roles it is possible to start on-the-job training at 16 years of age, such as care assistants, while training for Ambulance Care Assistants, Technicians and Paramedics begins at 18 years of age and training for social work begins at 19 years of age. Job roles in early years also have differing requirements relating to the age when training can begin depending on the type of job and the level of responsibility involved.

Progression to further qualifications

These qualifications have been designed to develop the knowledge, understanding and skills required to enable progression to qualifications along the vertical and horizontal planes in the National Qualifications Framework.

For example, a candidate achieving an OCR Level 1 National Certificate in Health and Social Care may:

- undertake additional Level 1 qualifications part-time or full-time in further education, eg OCR Level 1 National Certificate, GCSE Health and Social Care (Double Award), GCSE Home Economics (Child Development)
- undertake Level 2 qualifications part-time or full-time in further education, eg OCR Level 2 National Certificate in Health and Social Care, GCSE Health and Social Care (Double Award), GCSE Home Economics (Child Development).

2.7 Work experience

We have not made work experience a mandatory requirement of these qualifications (although it is strongly recommended) because we accept the difficulties some candidates and centres have in gaining local access to a workplace. See **How work-related experience may be organised** for further guidance.

2.8 Supporting candidates

Centres should ensure that candidates are informed of the title of the qualification they have been entered for and that OCR is the awarding body for their chosen qualification. To assist centres in their support of candidates, copies of candidate handouts are provided in the section **Candidate handouts**. These handouts are optional for issue and may be photocopied or adapted to suit the needs of candidates and centres.

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, legislative, economic, social and cultural issues

Health, social care and early years offers a wide range of opportunities for the exploration of spiritual, moral, ethical, social and cultural issues.

It is expected that these specifications will be delivered in ways that give scope for candidate-centred learning and an activity, work-related approach to learning. Candidates will, as a result of their studies, acquire value-added skills, through exploring issues such as rights and responsibilities of individuals, the care values and their application, and issues related to security and safety.

Unit 3: Introducing practical caring and Unit 12: Forming effective relationships with service users in health, social care and early years settings require candidates to consider issues associated with confidentiality, recognition of diversity and cultural needs, and acknowledging service users' beliefs and identity.

Environmental issues, health and safety considerations and European developments

Teachers and tutors delivering a course that supports these specifications would have several opportunities to address health and safety issues. The issue of safe working practice will be explored through the context of understanding the health and safety requirements relevant to different care settings and service users. There is a particular focus on health and safety in Unit 15: Reducing risks to service users in care settings.

Although there are no specific requirements in relation to environmental issues and European developments, teachers and tutors would have opportunities to address all of these issues through their choice of teaching materials and by incorporating directives that specifically apply, for example, to lifting and handling service users.

2.10 Guided learning hours

The time it will take a candidate to complete one of these qualifications will depend on a number of things, for instance, mode of study (ie whether full-time or part-time) and level of knowledge or experience on entry onto the programme of study. As a general guide, each of the units in these qualifications is likely to require approximately 30 guided learning hours (glh).

If candidates complete the OCR Level 1 National First Award in Health and Social Care consisting of four units, 120 glh are likely to be required.

If candidates complete the OCR Level 1 National Award in Health and Social Care consisting of eight units, 240 glh are likely to be required.

If candidates complete the OCR Level 1 National Certificate in Health and Social Care consisting of 12 units, 360 glh are likely to be required.

2.11 Mode of delivery

OCR does not specify the mode of study 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 and detailed in the qualification profiles.

Centres are free to deliver these qualifications using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified below.

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 tutors and assessors.

2.12 Resources

These qualifications are designed to prepare candidates for employment or further study in the health and social care sector. The physical resources needed to support delivery and assessment should normally be of industry standard. As a minimum, the following resources are required for the delivery and assessment of these qualifications.

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

Many of the units require candidates to produce evidence requiring access to care settings, care workers and service users. As far as possible, candidates should provide evidence from the real work environment, eg from visiting care organisations, liaising with care workers and communicating and supporting service users in care settings. Where this is not possible, activities may be simulated. However, assessors must ensure that the conditions and environment realistically reflect those that would be found in care settings. See the section **Simulation** for further guidance.

It is assumed that candidates will have access to computer facilities including Internet access as well as library-based resources.

In some units there are specific resources to which candidates must have access in order to achieve the assessment objectives. These are listed below.

	Units	Resources required
9	Creative play for pre-school children in care and early years settings	Specific resources may be required depending on the play activity used
10	Preparing to care for babies in care and early years settings	Access to equipment for bathing a baby
11	Taking part in voluntary care services	Candidates must participate in a voluntary care service
13	Using aids to help with the physical care of service users	Access to aids that assist service users
14	Dealing with minor accidents in care settings	Access to basic first aid equipment
15	Reducing risks to service users in care settings	Access to safety equipment
16	Planning and preparing a meal for a service user in care settings	Access to food preparation area and equipment
17	Monitoring the health of service users in health and care settings	Access to basic health care equipment
18	Taking part in health promotion activities	Access to health education campaign materials

In addition, staff conducting the assessment of these qualifications must be familiar with current practice and standards in the health and social care sector. They must also understand fully the requirements of these awards.

Centres will need to meet the above resource requirements when they seek centre approval from OCR.

2.13 Delivery in Wales and Northern Ireland

The specification for these qualifications has been approved by the Department for Education, Lifelong Learning and Skills (DELLS) for use by centres in Wales and by the Council for Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

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, assessments and supporting documentation in English.

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

2.14 Arrangements for candidates with access-related needs

We aim to make sure that all candidates are given equal opportunity to demonstrate their attainment. Full details of the arrangements available for candidates with special assessment needs are contained in our booklet *Access to Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications. Regulations and Guidance relating to Candidates with Particular Requirements (L016)*.

2.15 Funding

These qualifications are accredited on the National Qualifications Framework and are, as such, eligible for funding under Section 96. For adult funding, please contact <http://skillsfundingagency.bis.gov.uk/>

2.16 Results enquiries and appeals

Please refer to the OCR Nationals Administration Catalogue (A28).

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 is contained in the publication *Guidelines for Dealing with Cases of Malpractice (R322)* which is available from OCR Customer Contact Centre: 024 76 851509.

*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.

2.18 Work-related experience

Service user-centred approach

Centres should note that these specifications place importance on service user- or client-centred practice and the positive condition of the individual. For example, a meal is planned and prepared for a service user in Unit 16: Planning and preparing a meal for a service user in care settings and a basic health plan is produced for Unit 17: Monitoring the health of service users in health and care settings.

It should be recognised that the service user's needs are paramount and this will involve implementing the care values of maintaining confidentiality, promoting service users' rights and beliefs and promoting equality and diversity. As such, the care values will underpin the work in all units. When candidates are interacting with service users in care settings, awareness must be raised of all the issues relating to the care values and related legislation.

Work-related experience

Centres will decide if work experience or work placement is to be an integral part of their OCR Level 1 Nationals programme. It is not a compulsory part of the course. However, it is strongly recommended that some work-related experience be undertaken.

Work experience will enable candidates to have the opportunity to access care settings and to meet professional care workers. Candidates will also be able to access service users, giving them a valuable insight into every-day happenings and events in care contexts. It is recommended that, where possible, opportunities are provided for candidates to access health and social care work settings.

Work placements are often difficult to find as so many places are being sought by candidates following other courses, for example, NVQs and other vocational programmes. Centres need to make decisions about when in the programme work experience/work placement may be appropriate.

Additionally, recent legislation, for example the Care Standards Act 2000, has limited the tasks that candidates below the age of 18 years old can do. For example, they are not permitted to carry out any intimate personal care for service users. Also, The Research Governance Framework for Health and Social Care has clear guidelines on how research should be conducted.

These specifications, therefore, have been written with the requirements of legislation in mind. Candidates have not been asked to undertake tasks that would conflict with the legislation. For example, in Unit 3: Introducing practical caring, the tasks are limited to activities that do not require the input of service users.

It is essential therefore, that when planning work-related experience for learners, especially those under 18 years, that all parties comply with regulatory or legislative requirements relating to the delivery of health, care or early years.

It should be noted that we are all 'service users' at some time in our lives and that it is not always essential to carry out tasks with service users who have severe illnesses or conditions.

2.19 How work-related experience may be organised

Timetabling lessons

Some of the lessons may be organised in 'double periods' that back on to a lunch hour or break time. This enables visits to be arranged to care settings within the lesson and gives time for the candidates to get back without missing other lessons.

Organising visits

Visits might have to be arranged in one of the lessons allocated for the subject. Choose care settings that are near to the centre, for example, a local playgroup or a residential home or day centre for older people. It is possible that candidates may have to visit in two groups as service users and staff may be overwhelmed by a large group. Make use of sixth form candidates to help with such visits. Make sure all statutory rules relating to visits are covered as well as meeting the centre's own regulations.

Work experience

Liaise with the work experience co-ordinator to establish if candidates could be placed in appropriate care settings. Some candidates may have part-time employment that can be utilised, while others may have parents who work in care settings who can help to provide opportunities for work experience.

Examples of settings

Health	Social care	Early years care and education
hospital (NHS/private)	day care centre	playgroup
physiotherapy department	nursing home	childminder
dentist	residential home	crèche
clinic	independent living centre for people with learning difficulties	nursery school nursery class
health centre/GP surgery	training centre for service users with special needs	reception class

Activities week

An activities week or similar could be used to place candidates in work experience placements. This means that staff would be available to visit the candidates in the workplace.

Post-16 candidates

Sometimes post-16 candidates have two-hour blocks for study time. These could be used for work experience/work placement. This will probably mean planning individual time with the candidate and the placement.

Legislation and procedures for work-related experience

Candidates must not undertake any activity while on work experience that is in conflict with the Children Act 2004, Green Paper: Every Child Matters (2003), Care Standards Act 2000, The Research Governance Framework for Health and Social Care and other related legislation. Assessors will need to have written agreement about the nature of the tasks that candidates under the age of 18 years old will be doing while in the care setting. This should be negotiated with the relevant care setting(s).

All the centre's internal codes of practice and policies must be applied before candidates undertake work experience, eg insurance issues, permission from parents etc.

All practices and procedures relating to the care setting (external environment) must be met before candidates can undertake work experience, for example, insurance, police checks etc.

Candidates may be required, by the care setting, to submit to police checks before undertaking work experience. This application will have to be completed some time before work experience takes place. A fee is payable if a police check is required.

Some centres have found that because candidates will be undertaking voluntary work, police checks **may** be completed for them by the Millennium Volunteer Trust.

Not all care settings will require police checks to be done. For example, if a candidate is working in a primary school with children under 8 years old, and if they will never be left unsupervised, a police check may not be necessary. However, a primary school could insist that candidates may not attend the school unless a police check has been carried out.

Codes of practice and the care values

Information about codes of practice has been included at this point for reference. Codes of Practice apply more to OCR Nationals at Level 2 and Level 3, but candidates should be aware of their existence. Teachers should note that codes of practice should not be confused with 'policies'. The two are different and have different functions.

Examples of codes of practice:

SEN Code of Practice: For children with special educational needs

Home Life: A Code of Practice for Residential Care

How to Behave: An Equal Opportunities Code of Practice

Working with the Mentally Ill: Department of Health

UKCC: A Code of Practice for Nursing Staff and Midwives

A Code of Practice for Social care Workers and a Code of Practice for Social care Employers

Confidentiality NHS Code of Practice

It should also be noted that UK wide codes of practice for social care workers and employers provide a clear guide for all those who work in social care settings in England Wales, Northern Ireland and Scotland. They set out the standards of practice and conduct workers and their employers should meet.

For example, The Northern Ireland Social Care Council (NISCC) have implemented:

- Code of Practice for Social Workers
- Code of Practice for Employers of Social Care Workers

Each area of the UK has the same codes of practice.

These codes of practice are enforced by the National Care Standards Commission.

- A code of practice is not law, but is often formed as a result of law.
- A code of practice is a set of standards.
- A code of practice is a set of guidelines.
- A code of practice will influence the decision making and action of people in similar organisations or job roles across the UK.
- A code of practice can be the basis for the formation of a policy.
- Codes of practice set out general principals for care workers.

The care values in health and social care settings

All health, social care and early years work is underpinned by the care values. These will be applied by professional care workers when carrying out their day-to-day tasks. Teachers should ensure that when teaching units that include practical application the care values should be taught as part of the underpinning knowledge. The care values have been indicated within the units to which they are applicable.

It should be noted that the values and principles for early years settings are different from those used in health and social care settings.

1. Foster/promote people's rights and responsibilities

Rights include:

- the right to be different
- freedom from discrimination
- confidentiality
- choice
- dignity
- effective communication
- safety and security.

2. Foster/promote equality and diversity

- Understand prejudice, stereotyping, labelling and their effects.
- Understand and value the benefits of diversity.

- Understand the bases of discrimination, such as gender, race, age, sexuality, disability or social class.
- Understand own beliefs, assumptions, prejudice.

3. Maintain confidentiality

- Has a legal framework:
- Data Protection Acts 1984 and 1998,
- Access to Personal Files Act 1987.

The care values in early years settings

1. The welfare of the child

The welfare of the child is paramount. Children should be listened to, and their opinions and concerns treated seriously.

2. Keeping children safe

Work practice should help to prevent accidents.

3. Maintaining a healthy and safe working environment

Safe working practices must be followed.

4. Working in partnership with parents/ families

Information about children's development and progress should be shared openly with parents. Respect must be shown for families' traditions.

5. Children's learning and development

Children should be offered a range of experiences and activities that support all aspects of development: physical, intellectual, emotional and social.

6. Valuing diversity

Information relating to various traditions should be presented in a positive manner.

7. Equal opportunity

Each child should be offered equality of access to opportunities to learn and develop, and so work towards his/her potential.

8. Anti-discrimination

Expressions of prejudice by children or adults should be challenged.

9. Confidentiality

Information about children and families must never be shared with others. Secure storage of records is important.

10. Working with other professionals

Liaising with other professional care workers should only take place with prior permission from parents.

11. The reflective practitioner

Early years workers need to think about or reflect on their practice and plan for developing and extending practice.

Legislation

Within the units reference has been made to numerous pieces of legislation. Dates have **not** been given for the specific legislation. There are two reasons for this:

- The legislation may not apply to or be relevant to countries outside England. For example, Northern Ireland and Wales may have different legislation or legislation that has been passed at different times.
- Legislation is frequently being updated and, therefore, new legislation may supersede previous legislation that applied.

As a result, the main legislation that applies to England has been listed below to provide guidance. However, centres should use the most current and up-to-date legislation for the country in which candidates are studying.

Main pieces of legislation

Access to Health Records Act, 1990
 Access to Personal Files Act, 1987
 Age Discrimination Act, (2006)
 Care Standards Act, 2000
 Carers and Disabled Children Act, 2000
 Carers and Disabled Persons Act, 2000
 Carers (Recognition and Services) Act, 1995
 Children Act, 2004
 Child Care Act, (2006)
 Children Act 1989
 Child Support Act, 1991
 Crime and Disorder Act 2000
 Criminal Justice Act, 2003
 Crime and Disorder Act, 1998
 1990 NHS and Community Care Act
 Convention on the Rights of the Child 1989
 Control of Substances Hazardous to Health Regulations (COSHH) (2002)
 Data Protection Act, 1998
 Disability Discrimination Act, 1976
 Disability Discrimination Act, 1995
 Disability Discrimination Act 2005
 Equal Pay Act, 1970
 Food Safety Act, (1990)
 Health and Safety at Work Act, 1974
 Health and Social Care Act, 2001
 Human Rights Act 1998
 Mental Capacity Act 2005
 Mental health Act 1983
 National Health Service Act 2006
 Protection of Vulnerable Adults Act, (2004)
 Race Relations Act, 1976
 Race Relations (Amendment) Act 2000
 Reforming the Mental Health Act, (White Paper 2001)
 Reporting of Injuries, Diseases and dangerous Occurrences Regulations (RIDDOR) (1995)
 Sex Discrimination Act, 1975
 Sex Discrimination Act, 1986

Policies which have a major influence on provision could include, for example:

- Every Child matters green paper (2003)
- Offender learning green paper (2005)
- Care Matters green paper (2006)
- One Form Health

3 Assessment

3.1 Assessment

Each unit within these specifications is designed around the principle that candidates will build a portfolio of evidence relating to progression towards meeting the unit assessment objectives.

The unit assessment objectives reflect the demands of the learning outcomes for each unit.

In order for candidates to be able to effectively progress towards meeting the requirements of each assessment objective, tutors must make sure that the supporting knowledge, understanding and skills requirements for each objective are fully addressed. The identified knowledge, understanding and skills are not exhaustive and may be expanded upon or tailored to particular contexts to which the unit is being taught and the assessment objective applied.

We recommend that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate industrial contact, vocationally experienced delivery personnel, and real life case studies.

Centres should consider carefully the implications of candidates contacting care settings and organisations freely, and should examine management of such contact, in order that candidates receive the best possible information, and that certain important vocational contacts are not repeatedly asked for the same information from different candidates.

Assessment of these qualifications will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

Key features of the assessment of these qualifications are:

- Assessment of all units can take place at a time to suit candidates and centres. There are no timetabled exams required.
- Tutors and assessors can draw on real work-based opportunities for candidates to generate evidence. This approach has been found to motivate candidates and increase the likelihood of them staying on the programme. Even where work-based activities are limited; these qualifications are designed to enable candidates to generate assessment evidence in a vocationally relevant context.
- Performance in all units is graded holistically, as Pass, Merit or Distinction, recognising that candidates may perform better in meeting the requirements of some objectives more than others.
- All units are centre-assessed and externally moderated by an OCR Visiting Moderator.

Centres should consider the following in relation to the assessment and moderation of candidates' work:

- Allocation of resources including assessors and internal moderators
- Generation and collection of evidence
- Assessment and grading of evidence

- Internal moderation and sampling strategies
- External moderation
- Retention of centre records

3.2 Allocation of resources

Centres must ensure that appropriate physical resources are available in line with guidance provided in this handbook. In addition, the centre must ensure that appropriately qualified assessors are appointed to assess candidates against the requirements of these qualifications.

An assessor may be the candidate's tutor/teacher or another person accountable to the centre for the assessment of evidence presented by the candidate. An assessor will be deemed to be appropriately qualified if they have sufficient skills and knowledge within the area they are assessing to enable them to make valid and objective assessment decisions about the candidate's achievements.

Centres must also ensure that sufficient resources are allocated to the internal moderation of assessment decisions relating to these qualifications. In many cases centres will already have systems in place to quality assure internal activities. Further guidance on internal moderation is provided below.

3.3 Generation and collection of evidence

Evidence generated by each candidate for a specified unit should be in an appropriate format to demonstrate the skills competency, or application of knowledge and understanding, as specified in each assessment objective within the unit in question.

Evidence can come from a number of sources. A list of the main sources of evidence is provided below:

Outcomes of activities – the outcome or product of a candidate's work (either through simulated activities, assignments, projects or real work). Further guidance on simulation and centre-devised assignments and projects is provided below.

Observation – recorded observations of candidate performance by the assessor whilst the candidate is undertaking activities. An example of an Observation/Witness Statement is included in the section **Supporting documentation** for use by assessors.

Statements from witnesses – written or oral accounts of a candidate's performance. An example of an Observation/Witness Statement is included in the section **Supporting documentation**. Centres must remember that witnesses must only describe what they observed the candidate doing. It is the candidate's assessor who will assess the evidence presented against the requirements of these awards. Often it will be necessary for assessors to make contact with witnesses to ensure that (a) the witness statement is authentic and (b) the assessor's interpretation of the witness statement is accurate. Witness statements do not have to be written by the witness, they may be recorded by the assessor after discussion with the witness and confirmed as accurate by the witness.

A personal statement by candidate – a written or verbal account by the candidate of specific incidents or situations. All personal statements made by candidates must be authenticated.

Candidates should take responsibility for the development of their own portfolios, with appropriate support from tutors, employers and peers, and should be aware of the necessity of clear presentation and ordering as an aid to assessment and grading once the work is submitted.

Where evidence contributes to or fulfils more than one assessment objective on more than one unit, the candidate should cross-reference this evidence within their unit portfolio so that evidence can be considered by the centre assessor and by the OCR Visiting Moderator if required.

We have designed an Evidence Record Sheet for candidates to record their evidence and cross-reference it to assessment objectives within a particular unit. An Evidence Record Sheet (or other suitable cross-referencing tool) must be adopted to allow external moderators to see what assessment objectives each piece of evidence refers to. A master Evidence Record Sheet is included in the section **Supporting documentation**.

3.4 Centre-devised assignments and projects

Each assessment objective is a discrete area of assessment, however, some assessment objectives may relate to others in various ways. Several assessment objectives may relate to an investigation of a specific care setting, or one assessment objective may extend the use of information sourced as part of another. Centres may therefore find it useful to produce their own assignments for candidates, which provide a context in which candidates can operate, or which set out tasks which can be undertaken to meet the requirements of the assessment objectives, and their associated knowledge, understanding and skills.

Activities should enable candidates to produce evidence that directly relates to the assessment objectives and allows all candidates to demonstrate their achievements across the full range of grades, ie Pass, Merit and Distinction. Centres are encouraged to provide candidates with assessment objectives and their associated grade descriptors to maximise their understanding of what is expected of them and the evidence they produce.

3.5 Sufficiency of evidence and collaboration

Assessors should discuss with candidates the most suitable sources of evidence and ensure candidates are aware of the importance of quality rather than quantity when presenting evidence for assessment. Assessors must be convinced, from the evidence presented, that candidates working on their own can work independently to the required standard.

3.6 Authentication

Assessors must be confident that the work they assess is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the 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, assessors 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 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 the 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. The candidate section of this handbook provides some guidance on referencing and reminds candidates that the work they submit must be their own and that they may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note:

Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form provided in this handbook (see [Supporting Documentation](#) section) includes a declaration for assessors to sign. It is a requirement of the Ofqual Common Criteria for all Qualifications that proof of authentication is received.

3.7 Simulation

Wherever possible centres should generate evidence from the real work environment. Where it is not possible to produce evidence in this way, assessment objectives may be assessed through simulation of a real work environment.

If work experience is not possible practical activities can be simulated. If this is a method used, assessors must ensure that the conditions and environment realistically reflect those that would be found in care settings.

Additionally, assessors would need to make sure that those role-playing the parts of service users are fully briefed and that the context is as near to a 'live' situation as possible.

OCR Visiting Moderators will need to be provided with detailed evidence to show how the following criteria for realistic working environments have been met.

A realistic working environment is an environment within which candidates are producing evidence subject to the following criteria:

- real time pressures
- real work problems or situations
- real tools to do the job
- realistic behaviour patterns from third parties (eg during role-play).

OCR requires centres to internally standardise activities that take place under simulated and real conditions. Evidence that the Internal Moderator has sampled all evidence produced from simulated environments and real work conditions must be provided to OCR Visiting Moderators. Centre staff should participate in standardisation meetings to ensure that live and simulated environments, and the assessment decisions made within each environment, are comparable.

3.8 Assessment and grading of evidence

It is the assessor's responsibility to assess the evidence presented by the candidate, provide feedback to the candidate, and award an initial grade which will be confirmed through internal and external moderation. Assessors will judge candidates' evidence against the assessment objectives and grade descriptors specified in the unit.

Grading

Within each unit OCR has produced grade descriptors which exemplify the typical performance of a candidate operating at the grade level described for the unit portfolio as a whole.

When awarding a grade, centre assessors must utilise the following elements when formulating their grading decision:

- 1 The degree to which the candidate has met the requirements of each assessment objective. When grading across a whole unit portfolio of evidence, candidates may perform better in meeting the requirement of some objectives than others. This performance will be dependent on the level of the command language in the objective (eg describe, explain, suggest, justify), the context of the assessment, and the mode of assessment (written, oral etc).
- 2 The unit grade descriptors, which provide indications of the required level and breadth of evidence to be assessed against particular grade outcomes.

A Pass grade will be awarded if the evidence presented meets at least the minimum requirements of the assessment objectives as specified by the Pass grade descriptor.

A Merit grade will be awarded if the evidence presented provides a closer match to the Merit grade descriptor than to the Pass grade descriptor.

A Distinction grade will be awarded if the evidence presented provides a closer match to the Distinction grade descriptor than to the Merit grade descriptor.

Methods of assessment

It is the assessor's responsibility to choose the best method of assessing a candidate in relation to their individual circumstances. The methods chosen must be:

- valid
- reliable
- safe and manageable and
- suitable to the needs of the candidate.

Valid

A valid assessment method is one which is capable of measuring the knowledge or skills in question. For example, a written test cannot measure a candidate's practical skills or their ability to work well with others.

Validity can also be compromised if a candidate does not understand what is required of them. For example, one valid method of assessing a candidate's knowledge and understanding is to question them. If the questions posed are difficult for the candidate to understand (not in terms of the content but the way they are phrased, for example) the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's equal opportunities policy as evidence towards a candidate's understanding of how the equal opportunities policy operates within a care setting. It would be more appropriate for the candidate to incorporate the policy within a report describing different approaches to equal opportunities.

Reliable

A reliable method of assessment will produce consistent results for different assessors on each assessment occasion. Internal moderators must make sure that all assessors' decisions are consistent.

Safe and manageable

Assessors and internal moderators must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation if real work features in the assessment.

Suitable to the needs of the candidate

OCR is committed to ensuring that achievement of these awards is free from unnecessary barriers. Centres must follow this commitment through when designing assignments and/or considering assessment.

If centre staff think that any aspect of these qualifications unfairly restricts access and progression, they should talk to their OCR Visiting Moderator about this.

The following assessment methods are considered suitable for assessors to adopt for these awards:

- observation of a candidate doing something
- examination of evidence
- questioning of the candidate or witness.

Observation

The assessor and candidate should plan observations together but it is the assessor's responsibility to record the observation properly.

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision.

Examining the evidence

Evidence can reflect how the candidate carried out the process or it can be the product of a candidate's work or a product relating to the candidate's competence.

For example:

The process that the candidate carries out could be recorded in a case history, personal statement or witness testimony.

The product of a candidate's work could be documents produced as a result of an assignment.

After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision.

Questioning

Questioning the candidate is normally an ongoing part of the assessment process, and may in some circumstances provide evidence to support achievement of assessment objectives.

Questioning is often used to:

- test a candidate's knowledge of facts and procedures
- check if a candidate understands principles and theories and
- collect information on the type and purpose of the processes a candidate has gone through.

Assessors should ask open questions, that is questions where the candidate has to give an answer other than 'yes' or 'no'. Centres should be careful to avoid complicated questions that may confuse the candidate.

If questioning is to be used as evidence towards achievement of specific assessment objectives, it is important that assessors record enough information about what they asked and how the candidate replied to allow the assessment decision to be moderated.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses can be used for other purposes. Assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of a verbal statement is a form of witness statement and could provide valuable evidence.

3.9 Internal moderation and sampling strategies

Centres must have in place processes to review assessors' decisions and ensure that they are correctly interpreting and applying the standards described in the specifications. The system used to do this is a matter for individual centres and OCR fully supports the use of the centres' own quality assurance systems where this ensures robust internal standardisation. Centres must keep records of internal assessment and have these available for inspection by the OCR Visiting Moderator.

Internal moderators should sample assessments systematically in order to ensure the quality and consistency of assessment decisions made by assessors.

3.10 Sampling guidance

Internal moderators should aim to draw their samples from across all candidates, all grades awarded and all assessors. Sample sizes will, of course, reflect the number of candidates entered.

3.11 External moderation

External moderation ensures centres' internal assessment meets the national requirements of these qualifications.

OCR Visiting Moderators are appointed by OCR to carry out two distinct roles. They provide advice and guidance to centre staff and moderate centre assessment decisions.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled at every moderation visit and it is expected that all units for a First Award will be sampled over a one-year period and all units for an Award or a Certificate will be sampled over a two-year period. The outcomes of moderation will apply to all work submitted in each batch for moderation. No substitution of candidates' work will be allowed unless prior agreement of the OCR Visiting Moderator has been obtained. Each centre can have up to two visits per year. Additional chargeable visits can be arranged by contacting OCR Operations, Coventry.

On the basis of the sample taken, the OCR Visiting Moderator will either **agree** in the main with the centre's assessment decisions or **disagree** with the centre's assessment decisions in relation to particular units.

If the decision is **agree**, the centre's assessment decisions for all candidates' work entered for moderation on that occasion (ie in the single batch of work submitted for moderation) will be confirmed by the OCR Visiting Moderator at the end of the moderation visit. Some small degree of disagreement is allowed through the sampling process. In these cases, the OCR Visiting Moderator will provide clear written advice to the centre to help future assessment and, where appropriate, agree action points with the centre.

If the decision is **disagree**, the OCR Visiting Moderator will provide feedback to the centre and agree appropriate action. With the OCR Visiting Moderator's approval, it may be possible to certificate candidates at a lower grade. Disagreement is usually due to one of the following:

- Work does not meet the required standard.
- Assessment in the sample is inconsistent.
- Some evidence is missing or has not been cross-referenced to the assessment objectives, so cannot be located by the OCR Visiting Moderator.
- There is no evidence of assessment having taken place.

At the end of each moderation visit the OCR Visiting Moderator will prepare a written report which will include comments on the accuracy of assessment and record the action agreed.

It is the OCR Visiting Moderator's responsibility to authorise online claims.

During some moderation visits, the OCR Visiting Moderator may be accompanied by another OCR Officer(s) for quality assurance purposes. Wherever possible, centres will be informed of this prior to the visit taking place.

3.12 Retention of centre records

A centre must make sure that assessment and moderation records are available for external moderation purposes. The Administrative Guide to OCR Nationals (A028) contains examples of assessment records. The use of these forms is optional and centres may devise their own documentation if they wish. Assessment records must be securely retained by the centre for a minimum of three years following candidate achievement of the qualification (ie from the date of certification).

4 Certification

Candidates who provide evidence that meets the assessment objectives for all units that make up a full award will receive:

- a certificate listing the units (with grades allocated) and
- a certificate giving the full qualification title (with grade allocated).

OCR Level 1 National First Award in Health and Social Care

Grade: Merit

OCR Level 1 National Award in Health and Social Care

Grade: Merit

OCR Level 1 National Certificate in Health and Social Care

Grade: Merit

Candidates achieving one or more units but who do not meet the requirements for a full award, will receive a certificate listing the units they have achieved.

4.1 Grading

After assessment each unit is graded Fail, Pass, Merit or Distinction. For successful candidates the grade awarded will be displayed on the unit certificate.

In addition, each full award will have an overall grade of Pass, Merit or Distinction allocated depending on candidates' achievements at unit level. To arrive at the grade for the full award, points are allocated to each unit as follows:

- One point for a unit graded at Pass
- Two points for a unit graded at Merit
- Three points for a unit graded at Distinction
- Nil points for a unit graded at Fail.

OCR Level 1 National First Award in Health and Social Care

In order to achieve **the OCR Level 1 National First Award in Health and Social Care**, candidates must achieve a minimum Pass grade for:

- four mandatory units

To achieve a **Pass** grade for the full First Award, candidates must achieve a minimum of four points in total.

To achieve a **Merit** grade for the full First Award, candidates must achieve a minimum of seven points in total.

To achieve a **Distinction** grade for the full First Award, candidates must achieve a minimum of nine points in total.

OCR Level 1 National Award in Health and Social Care

In order to achieve the **OCR Level 1 National Award in Health and Social Care**, candidates must:

- achieve a minimum Pass grade for all five mandatory units
- complete three optional units and achieve a minimum Pass grade for at least two of these. A maximum of one complementary optional unit may be chosen
- achieve a minimum of eight points for all units completed (see **Compensation** below).

To achieve a **Pass** grade for the full Award, candidates must achieve a minimum of eight points in total.

To achieve a **Merit** grade for the full Award, candidates must achieve a minimum of 13 points in total.

To achieve a **Distinction** grade for the full Award, candidates must achieve a minimum of 19 points in total.

OCR Level 1 National Certificate in Health and Social Care

In order to achieve the **OCR Level 1 National Certificate in Health and Social Care**, candidates must:

- achieve a minimum Pass grade for all six mandatory units
- complete six optional units and achieve a minimum Pass grade for at least four of these. A maximum of two complementary optional units may be chosen
- achieve a minimum of 12 points for all units completed (see **Compensation** below).

To achieve a **Pass** grade for the full Certificate, candidates must achieve a minimum of 12 points in total.

To achieve a **Merit** grade for the full Certificate, candidates must achieve a minimum of 20 points in total.

To achieve a **Distinction** grade for the full Certificate, candidates must achieve a minimum of 28 points in total.

4.2 Compensation

Candidates must **complete** the required number of units for the Award and Certificate (ie eight and 12 units respectively). However, compensation is available for candidates who might fail one or two optional units but achieve Distinction or Merit grades for other units.

A candidate may fail a maximum of one optional unit within the eight-unit Award.
A candidate may fail a maximum of two optional units within the 12-unit Certificate.

If a candidate fails one or two optional units (maximum) they may still achieve the full qualification if their total points achieved equal at least:

- 8 points for the Level 1 National Award
- 12 points for the Level 1 National Certificate.

4.3 Claiming certificates

Certificates are claimed using the OCR National online claims system on OCR Interchange. Please contact OCR's Customer Contact Centre on 02476 851509 for information about joining OCR Interchange.

4.4 Replacement certificates

If a replacement certificate is required, please download the form on the OCR website under 'lost/replacement certificates'. A charge will be made for a replacement certificate.

4.5 Changes to candidate registration

Further guidance about the following sections is provided in the Administrative Guide to OCR Nationals (A028).

4.6 Moving up

OCR Level 1 Nationals qualifications have been structured so that there is a natural progression route within the suite from First Award to Award to Certificate. Topping up allows candidates

access to **only** the four **additional** units required to complete the next qualification. Therefore, candidates must fully complete and claim four units before topping up.

4.7 Transfers

Centres can transfer candidate registrations provided transfer is requested **before** any units are claimed.

4.7 Special claims

Where a candidate is registered for the OCR Level 1 National Award and has claimed some units towards this award, but is unable to complete all eight units required for the full award, OCR will allow a centre to make a special claim for the candidate to receive the OCR Level 1 National First Award, provided the candidate has achieved the four units required for the National First Award.

Likewise, where a candidate is registered for the OCR Level 1 National Certificate and has claimed some units towards this award, but is unable to complete all 12 units required for the full award, OCR will allow a centre to make a special claim for the candidate to receive either the OCR Level 1 National Award or the OCR Level 1 National First Award, depending on the units achieved.

5 Qualification Structure

5.1 Qualification Structure

The structure of the qualifications consists of small chunks of learning (30 guided learning hours per unit) grouped into 3 blocks of 4 units to give opportunity for achievement at short intervals during the course. It is hoped that this 'block' structure will retain candidates and increase motivation.

Candidates may achieve certification after completion of Block 1 (National First Award), Block 2 (National Award) and Block 3 (National Certificate). Therefore, candidates may undertake a suitably sized qualification that meets their needs. Upon achievement of a block, candidates may undertake further units to achieve the next block. Alternatively, candidates not achieving the full 12-unit certificate but achieving the 4-unit or 8-unit award will have achieved a coherent and meaningful qualification that they can use either to gain employment or further their education via a different route.

Block 1

Unit 1: Working as a team in health and social care	Unit 2: Investigating health and social care provision	Unit 3: Introducing practical caring	Unit 4: Investigating options for work in health and social care
Mandatory	Mandatory	Mandatory	Mandatory

In order to achieve the OCR Level 1 National First Award in Health and Social Care, candidates are required to achieve mandatory units 1-4, ie Block 1 only.

Certification at this point leads to an *OCR Level 1 National First Award in Health and Social Care*.

Block 2

Unit 5: Communication skills in health and social care	Unit from optional unit list	Unit from optional unit list	Unit from optional or complementary optional unit list
Mandatory	Optional	Optional	Optional

In order to achieve the OCR Level 1 National Award in Health and Social Care, candidates are required to achieve eight units comprising mandatory units 1-5 and three optional units, ie Blocks 1 and 2

Certification at this point leads to an *OCR Level 1 National Award in Health and Social Care*.

Block 3

Unit 6: Problem solving in health and social care	Unit from optional unit list	Unit from optional unit list	Unit from optional or complementary optional unit list
Mandatory	Optional	Optional	Optional

In order to achieve the OCR Level 1 National Certificate in Health and Social Care, candidates are required to achieve 12 units comprising mandatory units 1-6 and six optional units, ie Blocks 1, 2 and 3.

Certification at this point leads to an *OCR Level 1 National Certificate in Health and Social Care*.

Each of the Level 1 qualifications draws on the same bank of 22 units. Requirements for each award are shown below.

All units are equally weighted.

Candidates do not have to achieve units in any particular order and 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 the qualifications and identify opportunities to link the units. For example, there will be naturally occurring opportunities to link the evidence collection for Unit 1 with other units where the candidates carry out activities as a team and there will be opportunities to link sector-related evidence, eg early years care and education. If a candidate is not able to complete a full award, their achievements will be recognised through the issue of a unit certificate listing the units achieved.

5.2 OCR Level 1 National First Award in Health and Social Care

From the central bank of 22 units, candidates must achieve four units to gain the full award.

All of the four units required are mandatory (ie are prescribed by OCR and must be achieved by all candidates taking this award) and comprise Units 1-4.

5.3 OCR Level 1 National Award in Health and Social Care

From the central bank of 22 units, candidates must complete eight units to gain the full award.

Of the eight units required, five units are mandatory (ie are prescribed by OCR and must be achieved by all candidates taking this award) and comprise Units 1-5. The remaining three units can be chosen from a list of optional units and complementary optional units.

Only one restriction is imposed on the selection of complementary optional units. Only one of these units will count towards a full award. Apart from this restriction, centre staff and candidates

can choose the three optional units that best suit their circumstances, areas of expertise or interest.

Compensation is available for candidates undertaking the National Award. See the section **Compensation** for further guidance.

5.4 OCR Level 1 National Certificate in Health and Social Care

From the central bank of 22 units, candidates must complete 12 units to gain the full award.

Of the 12 units required, six units are mandatory (ie are prescribed by OCR and must be achieved by all candidates taking this award) and comprise Units 1-6. The remaining six units can be chosen from a list of optional units and complementary optional units.

Only one restriction is imposed on the selection of complementary optional units. Only two of these units will count towards a full award. Apart from this restriction, centre staff and candidates can choose the six optional units that best suit their circumstances, areas of expertise or interest.

Compensation is available for candidates undertaking the National Certificate. See the section **Compensation** for further guidance.

In summary, to achieve the OCR Level 1 National First Award in Health and Social Care, candidates must achieve four units consisting of mandatory units 1-4.

In summary, to achieve the OCR Level 1 National Award in Health and Social Care, candidates must complete eight units consisting of mandatory units 1-5 and three optional units. Only one complementary optional unit (Units 19-22) may count towards a full award.

In summary, to achieve the OCR Level 1 National Certificate in Health and Social Care, candidates must complete 12 units consisting of mandatory units 1-6 and six optional units. Only two complementary optional units (Units 19-22) may count towards a full award.

A full list of the mandatory and optional units is provided below:

Mandatory units

Unit 1	Working as a team in health and social care	A/102/5053
Unit 2	Investigating health and social care provision	F/102/5054
Unit 3	Introducing practical caring	J/102/5055
Unit 4	Investigating options for work in health and social care	L/102/5056
Unit 5	Communication skills in health and social care	R/102/5057
Unit 6	Problem solving in health and social care	H/102/5323

Optional units

Unit 7	Skills for babysitting in the home	Y/102/5058
Unit 8	Exploring leisure and recreational activities for service users in health and social care	D/102/5059
Unit 9	Creative play for pre-school children in care and early years settings	R/102/5060
Unit 10	Preparing to care for babies in care and early years settings	Y/102/5061
Unit 11	Taking part in voluntary care services	D/102/5062
Unit 12	Forming effective relationships with service users in health, social care and early years settings	H/102/5063
Unit 13	Using aids to help with the physical care of service users	K/102/5064
Unit 14	Dealing with minor accidents in care settings	M/102/5065
Unit 15	Reducing risks to service users in care settings	T/102/5066
Unit 16	Planning and preparing a meal for a service user in care settings	A/102/5067
Unit 17	Monitoring the health of service users in health and care settings	F/102/6068
Unit 18	Taking part in health promotion activities	J/102/5069

Complementary optional units

This list contains Level 1 units from unrelated sector areas that are complementary to a programme of study that focuses on health and social care.

Unit 19	Promoting healthy lifestyles (Sport and Leisure)	J/102/5105
Unit 20	Presentation software (ICT)	M/102/4658
Unit 21	Using the Internet (ICT)	T/102/4659
Unit 22	Software skills for collecting data (ICT)	M/102/4661

Candidates may wish to choose optional units that reflect their interest in a particular specialist pathway. The table below gives guidance on the position of the optional units within specialist pathways:

Health	
Unit 16	Planning and preparing a meal for a service user in care settings
Unit 17	Monitoring the health of service users in health and care settings
Unit 18	Taking part in health promotion activities
Social care	
Unit 12	Forming effective relationships with service users in health, social care and early years settings
Unit 13	Using aids to help with the physical care of service users
Early years care and education	
Unit 7	Skills for babysitting in the home
Unit 9	Creative play for pre-school children in care and early years settings
Unit 10	Preparing to care for babies in care and early years settings

The remaining units are non-specialist but evidence may be generated to reflect a particular specialist pathway if required.

5.4 Unit format

To complete each unit a candidate must:

- gain the knowledge, understanding and skills specified in the unit - they will do this through a programme of learning devised by their centre
- produce evidence to prove that they have met each of the assessment objectives listed in the unit – they will collect evidence whilst completing assignments or projects.

The information contained in each unit is structured in the same way. This will help centre staff and candidates to understand fully the requirements of these qualifications. Each unit contains nine distinct sections. Some cover mandatory requirements, others provide advice and guidance. The nine sections are described below:

Learning outcomes

This section describes the learning outcomes that a candidate will achieve when meeting the assessment objectives associated with the unit.

Assessment objectives

This section describes the objectives that candidates will be assessed against. It is a mandatory requirement of these qualifications that candidates provide evidence of their knowledge, understanding and skills in relation to each assessment objective.

Knowledge, understanding and skills

This section sets out 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 objectives. Tutors should cover all of the knowledge, understanding and skills requirements fully prior to entering candidates for assessment.

Assessment

This section specifies the mandatory requirements in relation to assessment of the unit. It details the way in which the assessment objectives must be assessed.

Grading

This section describes the typical performance at Pass, Merit and Distinction. These grade descriptors, together with the assessment objectives for the unit, are the measures for assessing candidates' achievements.

Guidance on assessment and evidence requirements

This section provides additional guidance for tutors on the depth and breadth of the evidence that will be required and on the range of assessment conditions that will be acceptable.

Signposting to Key Skills

Evidence generated for these qualifications may also provide opportunities to evidence Key Skills. Each unit provides signposting to Key Skills and the section **Key Skills signposting** contains a table incorporating the Key Skills signposting across all units.

Mapping to National Occupational Standards

This section provides general mapping to National Occupational Standards where this is relevant. The section **Mapping** contains a table incorporating the National Occupational Standards mapping across all units.

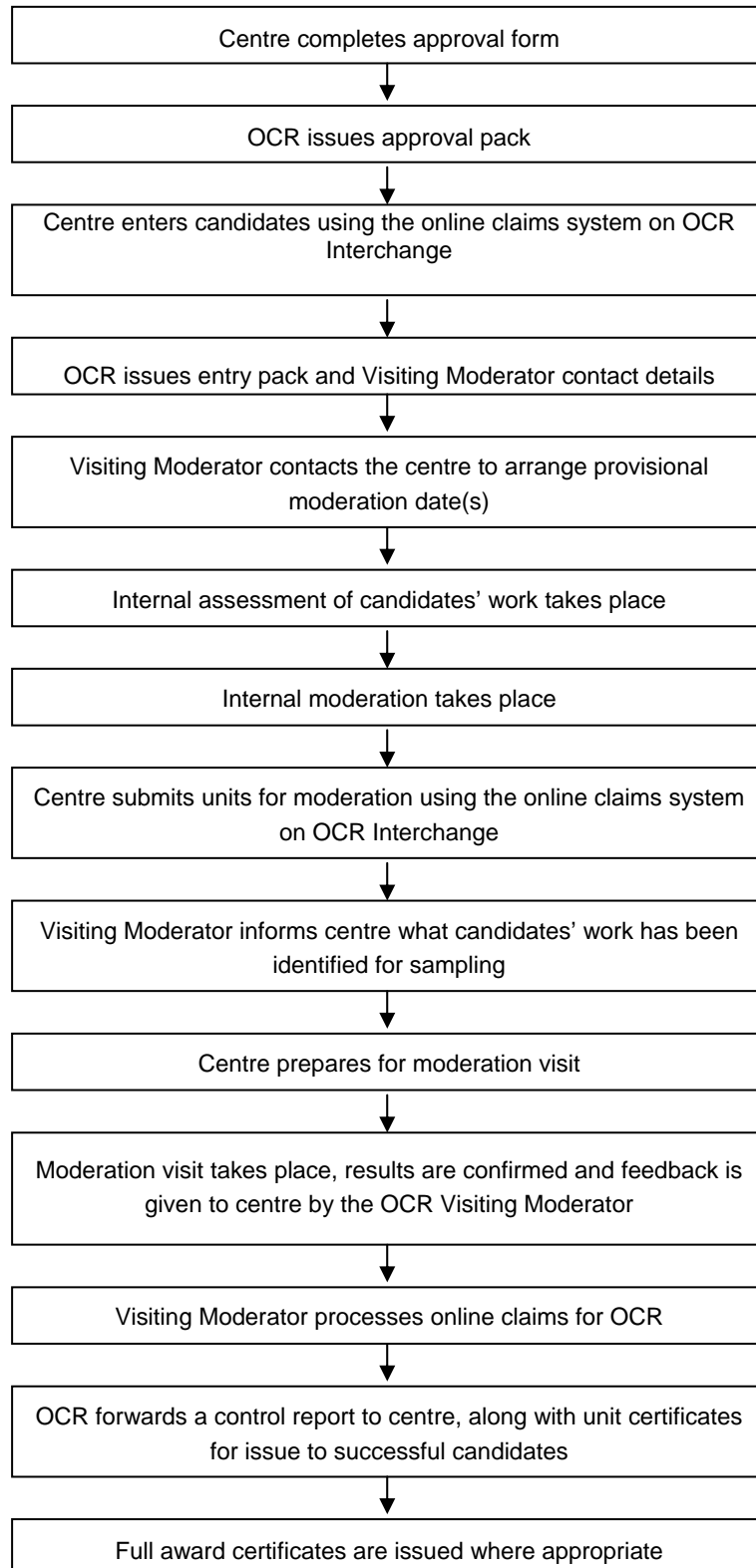
Resources

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and candidates should be encouraged to gather information from a variety of sources. Some suggested resources are intended for Tutor use. The resources in this section were current at the time of print. For the most up to date list of resources please refer to our website: www.ocr.org.uk.

6 Administration Arrangements

This section provides a brief overview of the administration arrangements operating for these qualifications. Please refer to the Administrative Guide to OCR Nationals (code A028) for full guidance.

6.1 Overview of full process



6.2 How to gain centre approval

Complete the Vocational Qualifications Centre Approval Form in the Examinations Officer section of the OCR website.

Further guidance on completion of the Centre Approval Form is provided in the Administrative Guide to OCR Nationals (A028).

6.3 How to enter candidates

Enter candidates electronically using OCR Interchange. Please contact OCR's Customer Contact Centre on 02476 851509 for information about joining OCR Interchange.

6.4 How to request a visit from an OCR Visiting Moderator

When you enter candidates for these qualifications you will receive a letter telling you the name and address of your Visiting Moderator. Shortly after receiving this letter, your OCR Visiting Moderator will contact you to arrange provisional dates for your visits (you are eligible for two free visits per academic year subject to centre activity each year).

We would advise you to enter candidates as soon as possible to take full advantage of the guidance and support available through your OCR Visiting Moderator. You may also find it useful to arrange the first visit of the year as early as possible, particularly when first approved for these qualifications. This will enable you to move forward with confidence towards final assessment and moderation of your candidates. An early visit is particularly important where you are delivering these qualifications through a one-year programme.

Please remember: before candidates' work can be externally moderated by OCR, you must ensure that the work of each candidate is complete and has been assessed and awarded a grade in line with the requirements of these qualifications.

In addition, you must ensure that all work submitted for moderation has been through your internal moderation processes to ensure consistent and valid assessment. When you are confident that candidates' work is ready for moderation you must make claims on the online claims system on OCR Interchange.

6.5 How to prepare for a moderation visit

Please refer to the Administrative Guide to OCR Nationals (A028) for full guidance. You are also advised to read the section of the catalogue which explains your centre responsibilities in relation to internal assessment and moderation.

6.6 How to make an enquiry about results or appeal against a result

Full details of the results enquiries and appeals procedures are contained in the Administrative Guide to OCR Nationals (A028).

6.7 Administrative documentation

Copies of example documentation may be found in the Administrative Guide to OCR Nationals (A028).

Copies of supporting documentation for tutors may also be found in the section **Supporting documentation** in this publication.

7 Supporting Documentation

7.1 OCR Model Assignments (Units 2, 3, 5, 6, 7 and 10)

OCR model assignments are available for Unit 2 and Unit 3. Centres may choose to:

- use these assignments for formal summative assessment of candidates
- tailor these assignments for formal summative assessment of candidates
- use these assignments as a benchmark for devising their own assignments.

OCR model assignments are available to download from our website www.ocr.org.uk.

7.2 Tracking and recording documentation

Where we have produced tracking and recording documentation such as internal standardisation sheets, witness statements and observation records for use by tutors and candidates, it is recommended that they be distributed and used with appropriate guidance. The use of these forms is optional. Alternatively, centres may devise their own tracking and recording documentation.

The following documents are included in this handbook:

- **Centre Authentication Form**
- **Unit Evidence Record Sheet**
For use by candidates to cross-reference evidence to assessment objectives at unit level.
- **Integrated Record Sheet**
For use by candidates to cross-reference evidence across a number of different units.
- **Internal Moderation Record Form**
For use by centre staff to record the internal standardisation of assessors by the Internal Moderator.
- **OCR Nationals Assessment Plan (Holistic Method)**
Three versions of this plan are provided for use by centre staff to plan assessment opportunities for individual candidates.
 - 1.1 Designed for candidates undertaking the four-unit First Award.
 - 1.2 Designed for candidates undertaking the eight-unit Award.
 - 1.3 Designed for candidates undertaking the 12-unit Certificate.

- **OCR Nationals Assessment Plan**
For use by centre staff to plan assessment opportunities at unit level for individual candidates.
- **OCR Nationals Progress Review**
For use by centre staff to review individual candidate's progress through their chosen units. Would provide a useful candidate feedback/action sheet.
- **OCR Nationals Candidate Assessment Record**
Centres must keep records of candidates' assessment as specified in the OCR Nationals Administration Catalogue (A28). This example of a candidate assessment record is fairly comprehensive. If preferred, centres may wish to record assessment outcomes through the Group Assessment Record (see below), or something similar.
- **OCR Nationals Group Assessment Record**
For use by centre staff to record the assessment outcomes of groups of candidates. This form provides a record of all assessment decisions made (ie assessor initials and grade awarded) together with a record of the candidates, assessor judgements and units that were internally moderated and the results of that moderation.
- **Record of Achievement**
For use by candidates to record progress through their chosen units.
- **Observation/Witness Statement**
Dual purpose sheet for capturing statements from witnesses or recording an assessor's observation of a candidate's performance. This sheet, when completed, will form part of a candidate's evidence.

Centre Authentication Form

One copy of this form must be completed before each external moderation visit. The form must be signed by the appropriate person(s). The completed form must be made available to the Visiting Moderator.

Centre Name Centre No Date

* I/We the undersigned confirm the candidates' evidence to be authentic, sufficient, valid and current. I/We confirm that the candidates' work was conducted under the required conditions as laid down in the specification.

Qualification:	<input type="text"/>	Unit(s):	<input type="text"/>
Signature:	_____	Print name:	_____
Signature:	_____	Print name:	_____
Signature:	_____	Print name:	_____
Signature:	_____	Print name:	_____
Qualification:	<input type="text"/>	Unit(s):	<input type="text"/>
Signature:	_____	Print name:	_____
Signature:	_____	Print name:	_____
Signature:	_____	Print name:	_____
Signature:	_____	Print name:	_____

* Signature(s) of internal assessor(s) ie person(s) responsible for carrying out internal assessment of all work submitted to the Visiting Moderator.

OCR NATIONALS ASSESSMENT PLAN (HOLISTIC METHOD)

Centre name: _____ Centre number: _____

Candidate's name: _____ Assessor's name: _____

Qualification: _____

Proposed activity	Assignment ref	Target date	Units to be covered			
			Unit/AO	Unit/AO	Unit/AO	Unit/AO

Assessor's signature: _____ Date: _____

Candidate's signature: _____ Date: _____

OCR NATIONALS ASSESSMENT PLAN (HOLISTIC METHOD)

Centre name: _____ Centre number: _____

Candidate's name: _____ Assessor's name: _____

Qualification: _____

Proposed activity	Assignment ref	Target date	Units to be covered							
			Unit/ AO	Unit/ AO	Unit/ AO	Unit/ AO	Unit/ AO	Unit/ AO	Unit/ AO	Unit/ AO

Assessor's signature: _____ Date: _____

Candidate's signature: _____ Date: _____

OCR NATIONALS ASSESSMENT PLAN (HOLISTIC METHOD)

Centre name: _____ Centre number: _____

Candidate's name: _____ Assessor's name: _____

Qualification: _____

Proposed activity	Assignment ref	Target date	Units to be covered											
			Unit/AO	Unit/AO	Unit/AO	Unit/AO	Unit/AO	Unit/AO	Unit/AO	Unit/AO	Unit/AO	Unit/AO	Unit/AO	Unit/AO

Assessor's signature: _____ Date: _____

Candidate's signature: _____ Date: _____

OCR NATIONALS ASSESSMENT PLAN

Centre name: _____ Centre number: _____

Candidate's name: _____ Assessor's name: _____

Workplace details (if applicable): _____

Qualification: _____

Unit title: _____ Unit number: _____

Proposed activity – evidence to be produced	Assessment objective	Assignment ref	Target date

Assessor's signature: _____ Date: _____

Candidate's signature: _____ Date: _____

OCR NATIONALS PROGRESS REVIEW

Centre name: _____ Centre number: _____

Candidate's name: _____ Assessor's name: _____

Workplace details (if applicable): _____

Qualification: _____

Unit	Assessment objective	Review notes/action to be taken/evidence to be produced	Target date

Assessor's signature: _____ Date: _____

Candidate's signature: _____ Date: _____

OCR NATIONALS CANDIDATE ASSESSMENT RECORD

Centre name: _____ Centre number: _____

Candidate's name: _____ Assessor's name: _____

Workplace details (if applicable): _____

Qualification: _____

Units/Assessment objectives	Grade	Description of evidence	Date	Assessor Initials

Location of assessment	Date

continued

Underpinning knowledge understanding and skills record	Date

Feedback notes

I confirm that the evidence provided is a result of my own work:

Candidate's signature: _____ Date: _____

I judge the above evidence to be authentic, sufficient, valid and current. It has been assessed in accordance with, and covers the requirements of the qualification specifications:

Assessor's signature: _____ Date: _____

Internal moderator's signature: _____ Date: _____
(where applicable)

RECOGNISING ACHIEVEMENT

OCR NATIONALS GROUP ASSESSMENT RECORD

Centre name: _____ Centre number: _____

Qualification title: _____ OCR code: _____

Assessor(s): _____

Internal moderator(s): _____ Page _____ of _____

Candidate number	Candidate name	Unit no/title:						Unit no/title:					
		Ass	Grade	Date	IM	Agree	Date	Ass	Grade	Date	IM	Agree	Date

Notes:

OCR LEVEL 1 NATIONAL FIRST AWARD IN HEALTH AND SOCIAL CARE

Record of Achievement

Candidate name: _____

UNIT TITLES		Date passed to Assessor	Assessor agreed completed
Mandatory units			
Unit 1	Working as a team in health and social care		
Unit 2	Investigating health and social care provision		
Unit 3	Introducing practical caring		
Unit 4	Investigating options for work in health and social care		

OCR LEVEL 1 NATIONAL AWARD IN HEALTH AND SOCIAL CARE

Record of Achievement

Candidate name: _____

UNIT TITLES		Date passed to Assessor	Assessor agreed completed
Mandatory units			
Unit 1	Working as a team in health and social care		
Unit 2	Investigating health and social care provision		
Unit 3	Introducing practical caring		
Unit 4	Investigating options for work in health and social care		
Unit 5	Communication skills in health and social care		
Optional units			
Unit 7	Skills for babysitting in the home		
Unit 8	Exploring leisure and recreational activities for service users in health and social care		
Unit 9	Creative play for pre-school children in care and early years settings		
Unit 10	Preparing to care for babies in care and early years settings		
Unit 11	Taking part in voluntary care services		
Unit 12	Forming effective relationships with service users in health, social care and early years settings		
Unit 13	Using aids to help with the physical care of service users		
Unit 14	Dealing with minor accidents in care settings		
Unit 15	Reducing risks to service users in care settings		
Unit 16	Planning and preparing a meal for a service user in care settings		
Unit 17	Monitoring the health of service users in health and care settings		

UNIT TITLES		Date passed to Assessor	Assessor agreed completed
Optional units (continued)			
Unit 18	Taking part in health promotion activities		
Complementary units			
Unit 19	Promoting healthy lifestyles (Sport and Leisure)		
Unit 20	Presentation software (ICT)		
Unit 21	Using the Internet (ICT)		
Unit 22	Software skills for collecting data (ICT)		

OCR LEVEL 1 NATIONAL CERTIFICATE IN HEALTH AND SOCIAL CARE

Record of Achievement

Candidate name: _____

UNIT TITLES		Date passed to Assessor	Assessor agreed completed
Mandatory units			
Unit 1	Working as a team in health and social care		
Unit 2	Investigating health and social care provision		
Unit 3	Introducing practical caring		
Unit 4	Investigating options for work in health and social care		
Unit 5	Communication skills in health and social care		
Unit 6	Problem solving in health and social care		
Optional units			
Unit 7	Skills for babysitting in the home		
Unit 8	Exploring leisure and recreational activities for service users in health and social care		
Unit 9	Creative play for pre-school children in care and early years settings		
Unit 10	Preparing to care for babies in care and early years settings		
Unit 11	Taking part in voluntary care services		
Unit 12	Forming effective relationships with service users in health, social care and early years settings		
Unit 13	Using aids to help with the physical care of service users		
Unit 14	Dealing with minor accidents in care settings		
Unit 15	Reducing risks to service users in care settings		
Unit 16	Planning and preparing a meal for a service user in care settings		
Unit 17	Monitoring the health of service users in health and care settings		

UNIT TITLES		Date passed to Assessor	Assessor agreed completed
Optional units (continued)			
Unit 18	Taking part in health promotion activities		
Complementary units			
Unit 19	Promoting healthy lifestyles (Sport and Leisure)		
Unit 20	Presentation software (ICT)		
Unit 21	Using the Internet (ICT)		
Unit 22	Software skills for collecting data (ICT)		

Observation/Witness Statement

Candidate name: _____

Assessor name: _____

Witness details (where applicable)

Name: _____ Job Title: _____

Name and address of place of work: _____

Telephone number: _____ Email: _____

Fax number: _____ Relationship to candidate: _____

What activity(ies) did the candidate carry out, over what period of time and in what context?	For assessor use only: Unit/AO reference
<div data-bbox="705 1883 1034 2011" style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Have you continued on a separate sheet Y/N?</div>	

(continued overleaf)

How much supervision or help was the candidate given?

I confirm that this statement is a true description of the above candidate's performance in relation to the activities outlined.

Signature: _____ (Witness/Assessor*) Date: _____

*delete as appropriate

For Assessor use only:

Authentication notes	Date	Assessment notes	Grade	Date

8 Model Assignments

Model Assignments are available for Unit 2, 3, 5, 6, 7 and 10 and can be downloaded from our website: www.ocr.org.uk.

9 Guidance for Candidates

9.1 What are the OCR Level 1 Nationals in Health and Social Care?

These qualifications aim to:

- 1 Develop your knowledge and understanding of generic, 'transferable' skills that are essential for further education, occupational training or employment, ie basic skills, team working and problem solving.
- 2 Develop your knowledge and understanding of the health and social care sector.
- 3 Develop your knowledge, understanding and skills in contexts that are relevant to employment situations.
- 4 Enable you to develop the skills necessary to participate in real situations.
- 5 Encourage progression by assisting in the development of skills, knowledge and understanding that you will need to access further education opportunities or occupational training on a full-time or part-time basis.
- 6 Promote interaction between employers, centres and candidates by relating teaching and assessment to real settings.

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

To achieve these qualifications you must complete the required number of units from the bank of 22 units below and provide evidence that you have met the assessment objectives described in each unit.

OCR Level 1 National First Award in Health and Social Care

To achieve the National First Award you must complete mandatory units 1-4 listed below.

OCR Level 1 National Award in Health and Social Care

To achieve the National Award you must complete eight units, consisting of mandatory units 1-5 listed below and a further three units chosen from the optional units. Only one complementary optional unit may count towards a full award.

OCR Level 1 National Certificate in Health and Social Care

To achieve the National Certificate you must complete 12 units, consisting of mandatory units 1-6 listed below and a further six units from the optional units. Only two complementary optional units may count towards a full award.

Mandatory units

- 1 Working as a team in health and social care
- 2 Investigating health and social care provision
- 3 Introducing practical caring
- 4 Investigating options for work in health and social care
- 5 Communication skills in health and social care
- 6 Problem solving in health and social care

Optional units

- 7 Skills for babysitting in the home
- 8 Exploring leisure and recreational activities for service users in health and social care
- 9 Creative play for pre-school children in care and early years settings
- 10 Preparing to care for babies in care and early years settings
- 11 Taking part in voluntary care services
- 12 Forming effective relationships with service users in health, social care and early years settings
- 13 Using aids to help with the physical care of service users
- 14 Dealing with minor accidents in care settings
- 15 Reducing risks to service users in care settings
- 16 Planning and preparing a meal for a service user in care settings
- 17 Monitoring the health of service users in health and care settings
- 18 Taking part in health promotion activities

Complementary optional units

- 19 Promoting healthy lifestyles
- 20 Presentation software
- 21 Using the Internet
- 22 Software skills for collecting data

9.3 What if I cannot complete enough units needed 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 will be suitable for you if you wish to have an introduction to the health and social care sector as the first step in preparing for employment in job roles where you will be expected to communicate effectively with people and provide support within environments such as care settings.

These qualifications will also form progression routes to qualifications at Level 2 of the National Qualifications Framework.

9.5 What is evidence?

Evidence is your proof that you meet the requirements of these qualifications.

Evidence could be:

- completed assignments or projects
- products of real work that you have completed during work experience
- statements from witnesses
- records of your assessor observing you carrying out your work.

Evidence can be anything that proves:

- what you can do
- how well you do it
- the level of knowledge you have in relation to what you do and
- the level of understanding you have about what you do, how you do it, and why you do it.

For each unit of these qualifications you need evidence to prove that you have met all the assessment objectives specified in each unit. This will sometimes mean that you must prove you can do something, eg demonstrate good personal hygiene. Sometimes, your evidence must prove that you know or understand something, eg how to maintain a safe environment for service users.

9.6 How much evidence do I need?

Your assessor will help you decide how much evidence you need to produce. Remember that it is quality not quantity that counts when putting work forward for assessment.

9.7 What happens to my evidence?

The evidence you provide will be assessed (checked by your assessor or assessors against the assessment objectives and grade descriptors listed in each unit). Your assessor will want you to continue providing evidence until they are satisfied that there is sufficient proof that you have met each assessment objective in a particular unit. Your evidence must be your own work.

9.8 Where do I keep my evidence?

You may decide to keep some of your evidence in a file (a portfolio of evidence) or you may want to record what the evidence is and where it can be found. For example, if you keep records of interactions with service users on audio tapes you may want to produce a written dialogue from the audio tapes as evidence to be stored in your portfolio. However, you may decide to make a note of what is on each audio tape and where they can be found. This is called signposting evidence. The important thing to remember about evidence is that it must be available for your assessor to assess and for other people (called internal and external moderators) to have access to in the future.

9.9 How much help can I get?

All evidence that you submit for these qualifications must be the result of your own work. You must not submit someone else's work or idea as your own and you must not copy from someone else or allow another candidate to copy from you.

Sometimes you may want to refer to research, quotations or other text in the evidence you submit for assessment. This is allowed but any text that is not entirely your own must be identified. The easiest way to identify text that is not your own is to mark the text and provide details of where it came from (ie its source). This is called referencing. Sources could be anything eg books, internet sites, television programmes, news articles. If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. A reference should show, as a minimum, the name of the author, the year of publication and the page number. For example: (Johnson, 2003, pg 100). This reference could appear as a footnote/endnote or immediately after the reference text in the body of your document.

For material taken from the internet, your reference must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example:
http://www.hsbc/investor_centre/corporate-governance/board-committees

You should also include a bibliography at the end of your work, which lists the full details of publications you have used to research your project. For example: Johnson, M (2003) "Past and Present Technology", London: Weston Press.

If you copy the words or ideas of others and do not show your sources in references and a bibliography, you will be committing plagiarism, and that is cheating.

If you receive help and guidance from someone other than your assessor, tell your assessor and they will advise you further.

If you worked as part of a group on a project, you must each write up your own account of the project. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

Your assessor is there to guide and assist you – showing them your work as it progresses will allow you and your assessor time to sort out any problems.

Take care of your work and keep it safe. If it is stored in the computer network, keep your password secure. Collect all copies from the printer and destroy those you don't need.

Remember: all work that you submit for assessment must be your own and you may be asked to sign a declaration to say that the work is your own.

9.10 Who are Internal and Visiting Moderators?

An internal moderator will be employed by your centre to look after these qualifications. Internal moderators make sure that all assessors judge evidence in the same way and to the same standard (this is called internal moderation).

The Visiting Moderator is employed by OCR to monitor the quality of the assessment and internal moderation decisions at a centre.

9.11 How do I keep track of my achievements?

We have designed a **Record of Achievement** form for you to use to keep track of your achievements. This form is optional (you do not have to use it if you do not want to).

9.12 Can my evidence for these qualifications count towards Key Skills?

The evidence you produce for these qualifications may prove you have the skills required for the Key Skills units. Your assessor will help you decide if your evidence can be considered for assessment against any of the Key Skills units.

9.13 Finally

To gain a full OCR Level 1 National in Health and Social Care you must collect enough evidence to prove you have met the assessment objectives listed in the required units. If you cannot finish all of the units for the full qualification, you may claim a 'unit certificate' which lists the unit or units which have been signed off by your assessor.

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



CONFIRMATION OF ENTRY

This is to confirm that you have been entered for the following OCR qualification which is accredited onto the National Qualifications Framework (NQF) at Level 1:

OCR Level 1 National First Award in Health and Social Care

Candidate Name:	
Candidate Registration Number:	
Centre Name:	
Centre Number:	

Awarding Body: OCR (Oxford Cambridge and RSA Examinations)



CONFIRMATION OF ENTRY

This is to confirm that you have been entered for the following OCR qualification which is accredited onto the National Qualifications Framework (NQF) at Level 1:

OCR Level 1 National Award in Health and Social Care

Candidate Name:	
Candidate Registration Number:	
Centre Name:	
Centre Number:	

Awarding Body: OCR (Oxford Cambridge and RSA Examinations)



CONFIRMATION OF ENTRY

This is to confirm that you have been entered for the following OCR qualification which is accredited onto the National Qualifications Framework (NQF) at Level 1:

OCR Level 1 National Certificate in Health and Social Care

Candidate Name:	
Candidate Registration Number:	
Centre Name:	
Centre Number:	

Awarding Body: OCR (Oxford Cambridge and RSA Examinations)

10 Key Skills Signposting

To assist centres in cross-mapping evidence for these qualifications and Key Skills, the following table signposts where evidence from these awards may provide opportunities to evidence the Part B specification requirements of the following Key Skills:

- Communication
- Application of Number
- ICT
- Working with Others
- Improving own Learning and Performance
- Problem Solving

This signposting provides an indication of where evidence might be available for assessment against the Key Skills requirements. It does not claim to guarantee that evidence will meet the Key Skills requirements and all evidence put forward for Key Skills must be assessed against the Key Skills specification. This signposting is also available within the units themselves.

Key Skills Units		OCR Level 1 Nationals in Health and Social Care																	
Key Skill Level 1	Evidence Reference	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18
Communication	C1.1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	C1.2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	C1.3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Information Communication Technology	ICT1.1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	ICT1.2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	ICT1.3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Application of Number	N1.1		4		4											4	4	4	4
	N1.2a				4												4	4	4
	N1.2b				4													4	
	N1.2c		4		4														4
	N1.3		4		4												4	4	4
Working with Others	WO1.1	4					4	4	4	4	4	4							4
	WO1.2	4					4	4	4	4	4	4							4
	WO1.3	4					4	4	4	4	4	4							4
Improving own Learning and Performance	LP1.1	4		4	4		4				4	4					4	4	4
	LP1.2	4		4	4		4				4	4					4	4	4
	LP1.3	4		4	4		4				4	4					4	4	4
Problem Solving	PS1.1						4				4			4	4				4
	PS1.2						4				4			4	4				4
	PS1.3						4				4			4	4				4

Key Skills Units		OCR Level 1 Nationals in Health and Social Care Complementary units			
Key Skill Level 1	Evidence Reference	19	20	21	22
Communication	C1.1	4	4	4	4
	C1.2	4	4	4	4
	C1.3	4	4	4	4
Information Communication Technology	ICT1.1	4	4	4	4
	ICT1.2	4	4	4	4
	ICT1.3	4	4	4	4
Application of Number	N1.1			4	4
	N1.2a				4
	N1.2b				4
	N1.2c				4
Working with Others	N1.3				4
	WO1.1				
	WO1.2				
Improving own Learning and Performance	WO1.3				
	LP1.1	4	4		4
	LP1.2	4	4		4
Problem Solving	LP1.3	4	4		4
	PS1.1		4		4
	PS1.2		4		4
	PS1.3		4		4

11 Mapping

11.1 National occupational standards mapping

These qualifications provide a progression route between education and employment (or further study/training leading to employment). They are relevant to the needs of employers and relate to National Occupational Standards in Care at Level 2, the TOPSS England Induction and Foundation Standards and the Social Care Induction Framework in Wales.

The following table indicates where units within these qualifications contain knowledge and understanding that map against the above National Occupational Standards.

This mapping provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the National Occupational Standards. It does not claim to guarantee that evidence will meet the NVQ requirements. This information is also available within the units themselves.

11.2 Mapping to other OCR qualifications

The table on the following page documents the content crossover with the following OCR Level 1/2 qualifications in Health and Social Care and Science:

Foundation GNVQ in Health and Social Care
 GCSE in Health and Social Care (Double Award)
 GCSE in Home Economics (Child Development)
 GCSE in Home Economics (Food and Nutrition)
 GCSE in Applied Science
 GCSE in Biology

11.3 Links with other units

The care values and the service user-centred approach to care are important underpinning themes within the OCR Level 1 Nationals in Health and Social Care. Consequently, many units will have links through these themes.

The table below indicates where there are more significant content links or specialist pathway links between units in the OCR Level 1 Nationals in Health and Social Care. Centres may find this information of use if devising integrated assignments for candidates.

OCR Level 1 Nationals in Health and Social Care		Mapping to related National Occupational Standards			
Unit	Title	Care Level 2		Administration Level 1	
1	Working as a team in health and social care	CU10	Contribute to the effectiveness of work teams	101	Contribute to effective team work
2	Investigating health and social care provision	O1	Foster people's equality, diversity and rights		
3	Introducing practical caring	CU1 Z9 CU3	Promote, monitor and maintain health, safety and security in the workplace Enable clients to maintain their personal hygiene and appearance Monitor and maintain the cleanliness of environments		
4	Investigating options for work in health and social care				
5	Communication skills in health and social care	CL1	Promote effective communication and relationships		
6	Problem-solving in health and social care				
7	Skills for babysitting in the home	X1	Contribute to the support of clients during development programmes and activities		
8	Exploring leisure and recreational activities for service users on health and social care	X1 Z5 Z13	Contribute to the support of clients during development programmes and activities Enable clients to maintain their mobility and make journeys and visits Enable clients to participate in recreation and leisure activities		
9	Creative play for pre-school children in care and early years settings	X1	Contribute to the support of clients during development programmes and activities		
10	Preparing to care for babies in care and early years settings	W6	Reinforce professional advice through supporting and encouraging the mother in active parenting in the first ten days of babies' lives		
11	Taking part in voluntary care services				
12	Forming effective relationships with service users in health, social care and early years settings	O1 CL1	Foster people's equality, diversity and rights Promote effective communication and relationships		

13	Using aids to help with the physical care of service users	Z6	Enable clients to maintain and improve their mobility through exercise and the use of mobility appliances		
14	Dealing with minor accidents in care settings	CU1	Promote, monitor and maintain health, safety and security in the workplace		
15	Reducing risks to service users in care settings	CU1	Promote, monitor and maintain health, safety and security in the workplace		
16	Planning and preparing a meal for a service user in care settings	NC13	Prepare food and drink for clients		
17	Monitoring the health of service users in health and care settings				
18	Taking part in health promotion activities				

OCR Level 1 Nationals in Health and Social Care	Assessment objective	TOPSS England Induction Standards	TOPSS England Foundation Standards	Social Care Induction Framework in Wales
Unit 1: Working as a team in health and social care	AO1 Recognise who makes up a team	Unit 2 2.3.1 2.3.2 2.3.4 Unit 5 All	Unit 3 3.1.1 3.1.3	Unit 3 3.1.1 3.1.2 3.1.3 3.1.4 3.3 – all
	AO2 Contribute to the planning of two team working activities	Unit 1 1.3.1 Unit 3 All	Unit 2 2.1.1 2.2.1 2.3.1 2.4.1 2.4.2	Unit 1 1.3.1 1.3.2
	AO3 Identify own responsibilities as a team member in two team working activities	Unit 2 2.3.1 2.3.2 2.3.4	Unit 3 3.1.1 3.1.2 3.1.3	Unit 3 3.1.1 3.1.2 3.1.3 3.1.4 3.3 – all
	AO4 Make a positive contribution to two team working activities	Unit 2 2.3.1 2.3.2 2.3.4 Unit 3 All Unit 5 5.2.1	Unit 3 3.1.1 3.1.2 3.1.3	Unit 3 3.1.1 3.1.2 3.1.3 3.1.4 3.3 – all
	AO5 Review team working and identify improvements	None	None	None

Unit 2: Investigating health and social care provision	AO1 Find out about how health, social care and early years provision is organised, giving examples	None	None	None
	AO2 Describe the main types of care provided, giving examples of job roles	Unit 4 4.3.3	Unit 5 5.1.1 5.1.2	Unit 1 1.3.1 1.4.1
	AO3 Describe how care workers use the care values in their work	Unit 1 1.1.1 1.1.2 1.4.1	Unit 1 All	Unit 1 1.3.1
	AO4 Investigate how service users gain access to services	None	None	Unit 1 1.1.1
Unit 3: Introducing practical caring	AO1 Carry out a risk assessment for a care setting, describing how care workers can help maintain a safe environment for service users	Unit 4 4.1.3 4.2.1 4.2.5	Unit 3 3.2.1	Unit 2 2.1.3 2.3.3 2.3.4
	AO2 Demonstrate how to follow the correct procedures in the event of a fire	Unit 4 4.3.1 4.3.2	None	Unit 2 2.2.1
	AO3 Demonstrate how to promote good personal hygiene when working in care settings	Unit 4 4.6.4 4.6.5 4.6.6	None	Unit 2 2.6.1 2.6.5 2.6.6 Unit 3 3.3.1 Unit 4 4.2.11.1

	AO4 Review how to help service users to maintain a sense of achievement	Unit 3 3.2.9 Unit 5 5.1.1 5.2.2	Unit 3 3.1.1 Unit 5 5.1.1 5.2.3	Unit 4 4.1.3 4.1.4 4.2.2 4.2.3 4.2.4 4.2.5
	AO5 Plan and participate in an activity with a service user	None	None	None
Unit 4: Investigating options for work in health and social care	AO1 Find out about employment opportunities within an area of work in the health and social care sector	None	Unit 3 3.1.1 3.1.2	None
	AO2 Use sources of information to find information on two job roles in the health and social care sector	None	None	None
	AO3 Review personal qualities, achievements and relevant experience	None	None	None
	AO4 Produce a CV	None	None	None
	AO5 Produce a personal career development plan for one job role in the health and social care sector	None	None	None
Unit 5: Communication skills in health and social care	AO1 Describe what is needed for communication	Unit 1 1.3.1 1.4.1 Unit 3 3.2.9	Unit 2 2.1.1 2.2.1 2.4.1 2.5.1 2.5.2 2.5.3 2.5.4	Unit 1 1.3.1 1.4.1
	AO2 Describe the different forms of communication and give examples of why they are used	None	None	None

	AO3 Respond to materials	None	None	None
	AO4 Communicate in writing	None	None	None
	AO5 Take part in discussions	Unit 1 1.3. 1 Unit 3 All	Unit 2 2.2.2 2.4.2 2.4.3	Unit 1 1.3.1 Unit 3 All
Unit 6: Problem solving in health and social care	AO1 Identify the problem and check your understanding of the problem	Unit 3 All Unit 4 All	Unit 3 3.1.1 3.1.3	Unit 2 All Unit 3 3.3.3
	AO2 Consider solutions to the problems and justify the choice of one solution	Unit 3 All Unit 4 All	Unit 5 5.2.3 5.2.4	Unit 2 All Unit 3 3.3.3
	AO3 Plan how to carry out the chosen solution	Unit 3 All Unit 4 All	Unit 5 5.2.3 5.2.4	Unit 2 All Unit 3 3.3.3
	AO4 Carry out the plan	Unit 4 4.1.4 4.2.3 4.2.4 4.3.1 4.4.2 4.6.5	Unit 5 5.2.3 5.2.4	Unit 2 All Unit 3 3.3.3
	AO5 Review the problem-solving activity, identifying ways to improve the process	None	Unit 5 5.2.3 5.2.4	None

Unit 7: Skills for babysitting in the home	AO1 Identify the information required to maintain effective communication when babysitting	Unit 1 1.3.1	Unit 2 All	None
	AO2 Identify health and safety issues when babysitting	Unit 4 4.2.1 4.2.3 4.2.4 4.2.5 4.3.1 4.4.2 4.6.5	Unit 3 3.1.1 3.2.1	Unit 2 2.1.1 2.1.2 2.1.5 2.2.1 2.4.2 2.5.1 2.6.1
	AO3 Recognise how to organise bedtime routine to make sure the child feels secure	None	None	None
	AO4 Make a plan to show how to organise a two-hour babysitting session	None	None	None
	AO5 Design a play activity and use with a child, evaluating its effectiveness	None	None	None
Unit 8: Exploring leisure and recreational activities for service users in health and social care	AO1 Conduct a survey to find out about local facilities for leisure/recreational activities for different service users	None	None	None
	AO2 Describe the purposes of each leisure/recreational activity, the cost and the benefits of activities for service users	None	None	None
	AO3 Describe common barriers that can prevent service users from participating in leisure/recreational activities and suggest ways in which they can be overcome	None	None	None

	AO4 Investigate one leisure or recreational activity for one service user group, exploring how the service user would participate, the health and safety factors involved and the benefits to the service user	None	None	None
Unit 9: Creative play for pre-school children in care and early years settings	AO1 Identify play environments available for children aged 2-4 years and describe the main types of play	None	None	None
	AO2 Identify different play activities and describe their purpose	None	None	None
	AO3 Experience a range of creative activities from a child's perspective and describe the learning opportunities the activities provide for the child	None	None	None
	AO4 Lead a creative play activity with a child aged 2-4 years and describe the learning opportunities for the child	None	None	None
	AO5 Evaluate the effectiveness of the activity	None	None	None
Unit 10: Preparing to care for babies in care and early years settings	AO1 Identify the services for pregnant women and their partners, describing their purpose	None	one	None
	AO2 Identify the items required for the layette and describe why they are suitable and how to care for them	None	None	None
	AO3 Describe the equipment needed for the hygiene of a baby, demonstrating how a baby should be bathed	None	None	None
	AO4 Plan an item suitable for a nursery and evaluate its suitability and your performance	None	None	None
	AO5 Make the item planned for the nursery	None	None	None

Unit 11: Taking part in voluntary care services	AO1 Identify different types of voluntary work and the organisations involved	None	None	None
	AO2 Identify job roles and match these to skills and qualities required when carrying out voluntary work	None	None	None
	AO3 Recognise how to establish good customer relations when working with the public as a volunteer	Unit 1 All Unit 3 All Unit 4 All	Unit 1 All Unit 2 All Unit 4 All Unit 5 All	None
	AO4 Draw up a plan for own contribution when participating in a voluntary service	None	None	None
	AO5 Participate in a voluntary service, evaluating the contribution made	None	None	None
Unit 12: Forming effective relationships with service users in health, social care and early years settings	AO1 Identify different types of relationships in care settings and their characteristics	Unit 1 1.1.2 Unit 2 2.3.1 2.3.2 2.3.4 2.3.5 Unit 5 5.1.1	None	Unit 1 1.4.1 1.4.2 Unit 3 3.1.6 Unit 4 4.1.1 4.1.2 4.1.3 4.1.4 4.2.2

	AO2 Describe how to contribute to effective relationships in care settings	Unit 1 1.1.2 Unit 2 2.3.1 2.3.2 2.3.4 2.3.5 Unit 5 5.1.1	Unit 1 All Unit 2 All Unit 5 5.1.1 5.1.2 5.1.3 5.1.4 5.2.1 5.2.2 5.2.3 5.2.4	Unit 1 All Unit 3 All Unit 4 All
	AO3 Recognise barriers that can prevent effective relationships	Unit 1 1.1.1 1.2.1 Unit 5 5.1.1	Unit 1 1.3.2 1.4.1 1.4.2	Unit 1 1.1.1 1.1.2 1.2.1 1.3.1 Unit 4 4.1.4
	AO4 Describe how communication can contribute to forming effective relationships	Unit 1 1.3.1 Unit 3 All Unit 5 5.1.1	Unit 2 All Unit 5 All	Unit 1 1.3.1 Unit 3 3.1.6 Unit 4 4.1.3 4.2.4 4.2.10 4.2.11

	AO5 Form effective relationships with service user(s) through planning and carrying out an activity	Unit 4 4.4.2	Unit 3 3.1.1 Unit 5 All	Unit 4: 4.2.2
Unit 13: Using aids to help with the physical care of service users	AO1 Identify service users who need physical assistance	Unit 4 4.1.4 4.1.5	None	Unit 4: 4.2.10 4.2.11.1 4.2.11.2 4.2.11.3 4.2.11.4 4.2.11.6
	AO2 Identify aids that can assist service users and describe their purposes	None	None	Unit 4 4.2.11.1 4.2.11.2 4.2.11.3 4.2.11.4 4.2.11.6
	AO3 Review the range of aids available to service users with sensory and speech impairment and their purposes	None	None	None
	AO4 Recognise how to help service users maintain their independence	Unit 1 All Unit 2 2.3.5 Unit 3 All Unit 5 5.1.1	Unit 1 All Unit 3 3.1.1 Unit 5 All	Unit 4: 4.2.10 4.2.11.1 4.2.11.2 4.2.11.3 4.2.11.4 4.2.11.6

	AO5 Demonstrate how to use equipment to aid mobility and for use with daily living tasks	None	None	None
Unit 14: Dealing with minor accidents in care settings	AO1 Identify initial actions to be taken in emergency situations in care settings	Unit 4 4.2.3 4.2.4 4.2.5 4.3.1 4.4.2 4.4.3	None	Unit 2: 2.2 – all 2.3 – all 2.4 – all
	AO2 Describe first aid procedures for minor bleeding	Unit 4 4.4.2 4.4.3	Unit 5 5.2.4 Unit 2: all	Unit 2I 2.4 – all
	AO3 Describe the first aid procedure for burns and scalds	Unit 4 4.4.2 4.4.3	Unit 5 5.2.4 Unit 2: All	Unit 2: 2.4 – all
	AO4 Describe the first aid procedures for bone injuries	Unit 4 4.4.2 4.4.3	Unit 5 5.2.4 Unit 2: all	Unit 2: 2.4 – all
	AO5 Describe first aid procedure for disorders of the respiratory system	Unit 4 4.4.2 4.4.3	Unit 5 5.2.4 Unit 2: all	Unit 2: 2.4 – all
	AO6 Demonstrate first aid procedures for minor accidents in care settings	Unit 4 4.4.2 4.4.3	None	Unit 2: 2.4 – all

Unit 15: Reducing risks to service users in care settings	AO1 Identify the potential risks to service users' safety in care settings	Unit 4 All	None	Unit 2: 2.1 – all 2.3 –all 2.4 – all 2.5 – all 2.6 – all
	AO2 Identify safety features that could help to reduce the risks in care settings and describe their purpose	None	None	Unit 2 2.1.4
	AO3 Describe methods for storing potentially harmful substances in care settings	Unit 4 4.2.4	None	Unit 2 2.1.5
	AO4 Describe how to use correctly safety equipment in care settings	None	None	None
	AO5 Give a presentation on how to use safety equipment in a care setting, evaluating its effectiveness	None	None	None
Unit 16: Planning and preparing a meal for a service user in care settings	AO1 Identify the types of food in the five food groups and their function in a balanced diet	None	None	None
	AO2 Describe what makes a well balanced diet for service users	None	None	None
	AO3 Plan a simple meal for a service user	None	None	None
	AO4 Prepare a simple meal for a service user	None	None	None
	AO5 Serve the prepared meal to a service user and describe own performance and suggest improvements	None	None	None
Unit 17: Monitoring the health of service users in health and care settings	AO1 Identify the different methods that can be used to monitor personal health and how they can be used to plan for the maintenance of health	None	None	None

	AO2 Recognise health and safety issues when using different health monitoring methods	None	None	None
	AO3 Demonstrate how to take measurements to monitor a service user's health	None	None	None
	AO4 Demonstrate how to accurately record measurements from monitoring	None	None	None
	AO5 Use the measurements taken from one service user to interpret their health status and to develop a basic plan to improve or maintain their health and well-being	None	None	None
Unit 18: Taking part in health promotion activities	AO1 Identify different types of health promotion campaigns and their purpose	None	None	None
	AO2 Describe the methods used to reach individuals and groups and their advantages and disadvantages	None	None	None
	AO3 Select a health campaign and explore its purpose and the communication methods used	None	None	None
	AO4 Draw up a plan to implement a small-scale health promotion campaign	None	None	None
	AO5 Participate in a health promotion campaign producing materials for the activity and evaluating its effectiveness	None	None	None

Complementary units		Mapping to related National Occupational Standards					
Unit	Title	Sport, Recreation and Allied Occupations Level 1	Sport, Recreation and Allied Occupations Level 2	Travel Services Level 2	Tourist Information Services Level 2	Administration Level 1	Using ICT Level 1
19	Promoting healthy lifestyles	There is no overlap between NOS and this unit					

Complementary units		Mapping to related National Occupational Standards						
Unit	Title	Administration Level 1	Administration Level 2	Using IT Level 1	SFEDI Exploring Enterprise Level 2	Distributive Operations Level 1	Manufacturing Operations Level 1	Retail Operations Level 2
20	Presentation software			Presentation software: Use presentation software to produce simple presentations				
21	Using the Internet			<p>Internet and intranets: Use common connection methods to access, retrieve and exchange information from the Internet and the world-wide web or an intranet</p> <p>Website software: Use software to produce appropriate simple web pages</p> <p>Evaluate the impact of IT: Identify simple benefits and drawbacks in using IT</p>				
22	Software skills for collecting data			Spreadsheet software: Enter data into cells and use spreadsheet software to produce appropriate simple spreadsheet documents				

OCR Level 1 Nationals in Health and Social Care		Content crossover with other OCR qualifications					
Unit	Title	OCR Foundation GNVQ in Health and Social Care	OCR GCSE in Health and Social Care (Double Award)	OCR GCSE in Home Economics (Child Development)	OCR GCSE in Home Economics (Food and Nutrition)	OCR GCSE in Applied Science (Double Award)	OCR GCSE in Biology
1	Working as a team in health and social care	Unit 9: Working as part of a team					
2	Investigating health and social care provision	Unit 1: Investigating health, social care and early years services	6.1.2: Care needs of major client groups 6.2.2: Types of care services 6.2.3: Ways of obtaining care services and barriers to access 6.2.4: The main jobs in health, social care and early years services 6.2.5: The value bases of care work				
3	Introducing practical caring	Unit 4: Investigating common hazards and health emergencies Unit 5 Exploring physical care				6.2.1: Hazards and risks 6.2.1: Following standard procedures	
4	Investigating options for work in health and social care	Unit 8: Preparing for employment					

5	Communication skills in health and social care	Unit 9: Working as part of a team					
6	Problem solving in health and social care						
7	Skills for babysitting in the home			The child outside the family unit Safety			
8	Exploring leisure and recreational activities for service users in health and social care	Unit 6: Exploring recreational activities for clients					
9	Creative play for pre-school children in care and early years settings			Learning through play			
10	Preparing to care for babies in care and early years settings			Pregnancy			
11	Taking part in voluntary care services						
12	Forming effective relationships with service users in health, social care and early years settings	Unit 3: Understanding personal development and relationships	6.2.5: The value bases of care work 8.2.3: Effects of relationships on personal development				

13	Using aids to help with the physical care of service users	Unit 5: Exploring physical care	6.2.5: The value bases of care work				
14	Dealing with minor accidents in care settings	Unit 4: Investigating common hazards and health emergencies				6.2.1: First aid	
15	Reducing risks to service users in care settings	Unit 4: Investigating common hazards and health emergencies				6.2.1: Hazards and risks 6.2.1: Following standards procedures	
16	Planning and preparing a meal for a service user in care settings	Unit 7: Planning diets			Function and role of nutrients Nutritional value and role of main food commodities Balanced diets Nutritional needs of groups Cooking methods		Extension Block A.1: Feeding and digestion
17	Monitoring the health of service users in health and care settings	Unit 2: Understanding health and well being	7.2.1: Understanding health and well being 7.2.2: Factors positively influencing health and well being 7.2.3: Risks to health and well being 7.2.4: Indicators of physical health				

18	Taking part in health promotion activities		7.2.5: Health promotion and improvement methods				
----	--	--	---	--	--	--	--

Complementary units		Content crossover with other OCR qualifications			
Unit	Title	OCR Foundation GNVQ in Leisure and Tourism	OCR GCSE in Leisure and Tourism (Double Award)	OCR GCSE in Physical Education	
19	Promoting healthy lifestyles			1 Factors affecting participation and performance 2 The relationship between health, fitness and practical activity	

Complementary units		Content crossover with other OCR qualifications				
Unit	Title	OCR Foundation GNVQ in Business	OCR Foundation GNVQ in IT	OCR Applied GCSE in Business (Double Award)	OCR Applied GCSE in ICT (Double Award)	OCR GCSE in Business and Communication Systems
20	Presentation software		7 Multimedia		A ICT tools and applications	5.1 Applications of ICT
21	Using the Internet		4 Design project		C ICT and society	
22	Software skills for collecting data		4 Design project			

11.3 Links with other units

Unit number	Unit title	Links to other units
1	Working as a team in health and social care	These units link to most units because of their focus on gaining underpinning sector-specific knowledge and skills and the development of personal skills in sector-specific contexts
2	Investigating health and social care provision	
3	Introducing practical caring	
4	Investigating options for work in health and social care	
5	Communication skills in health and social care	
6	Problem solving in health and social care	
7	Skills for babysitting in the home	9, 10
8	Exploring leisure and recreational activities for service users in health and social care	9, 11, 12, 13, 14, 15
9	Creative play for pre-school children in care and early years settings	7, 8, 10
10	Preparing to care for babies in care and early years settings	7, 9
11	Taking part in voluntary care services	8
12	Forming effective relationships with service users in health, social care and early years settings	8, 13
13	Using aids to help with the physical care of service users	8, 12
14	Dealing with minor accidents in care settings	8, 15
15	Reducing risks to service users in care settings	8, 14
16	Planning and preparing a meal for a service user in care settings	17, 18
17	Monitoring the health of service users in health and care settings	16, 18
18	Taking part in health promotion activities	16, 17

12 Further Support and Information

12.1 General enquiries

For general 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.

12.2 Entry Enquiries

For enquiries regarding entries, please contact the OCR Customer Contact Centre on 02476 851509

12.3 Results enquiries

Forms can be obtained from:

Results Enquiries (VABSS Administration)
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

Telephone: 024 76 470033

12.4 Customer feedback

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

The Qualification Manager
OCR Level 1 Nationals in Health and Social Care
ICT and Technology Team
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

12.5 OCR Training Events

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

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

Tel: 02476 496384
Fax: 02476 496399
Email: training@ocr.org.uk

12.6 OCR Publications

OCR's Publications Catalogue (A410) lists all the qualifications that OCR offers, and contains more detail on how to order publications. It is available to download from our website: www.ocr.org.uk, or to order from the OCR Customer Contact Centre by telephoning 024 76 851509.

If you would like to order any OCR publications, please contact:

OCR Publications
PO Box 5050
Annesley
Nottingham
NG15 0DL

Telephone: 0870 770 6622
Fax: 0870 770 6621
Email: publications@ocr.org.uk

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.

12.7 Publications (related to these qualifications)

Administrative Guide to OCR Nationals (code A028)

Access to Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications. Regulations and Guidance Relating to Candidates with Particular Requirements (code L016)

13 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 or 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