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2020 PERFORMANCE TABLES

Cambridge **NATIONALS LEVEL 1/LEVEL 2**



# HEALTH AND SOCIAL CARE

**Specification**

OCR Level 1/Level 2 Cambridge National Award in Health and Social Care (60 glh)

OCR Level 1/Level 2 Cambridge National Certificate in Health and Social Care (120 glh)

Version 5 - September 2019





# Summary of key changes to this specification

Section	Title of section and change	Version and date issued
All	New format for the specification.	V5 September 2019
	Removed references to the Diploma size qualification, and Units R024 and R030, following final assessment opportunity in June 2019 series.	
	Updated 'model assignment' to 'set assignment' and updated 'Level 1/2' to 'Level 1/Level 2'.	
2.2 Unit R021, Learning Outcome 3	Amended 'Children's Act 2004' to 'Children Act 2004'.	
2.3 Unit R022, Learning Outcome 3	Information added to make our requirements for this Learning Outcome clearer. Please note there are no changes to the set assignment.	
3.1 Overview	Typographical correction to the GLH and Qualification Number in the table.	
4.5 Authentication	Updated information on the use of Centre authentication forms.	
6.2 Accessibility	Updated information on approval requirements and permissible access arrangements.	
7 Administration	Updated information.	
8 Other information	Information about Key Skills and Functional Skills has been removed	
8.2 Progression from these qualifications	Updated information.	
2.2 to 2.12 Units R021 to R031	At the end of each unit, updated <i>Connections between units for synoptic assessment</i>	V4 November 2018
2.12 Unit R031	Teachers of the unit do not have to hold a current first aid qualification. The witness for Task 4 of the assessment must hold a current first aid qualification (not paediatric).	
3.2 Synoptic assessment	Updated section.	
Appendix B Marking criteria for centre assessment	Updated Guidance on synoptic assessment for each unit.	
7.4 Unit and qualification resits	Updated information about resits for the externally assessed unit.	V3 September 2018
1.5 Overview of the qualifications	June 2019 series was the final assessment opportunity for OCR Cambridge National Diploma in Health and Social Care. After June 2019 series, Unit R024 and R030 can no longer be used towards the Certificate (120 GLH) qualification.	V2 July 2018
Learning Outcome 3: Understand how legislation impacts on care settings	Update to the Data Protection Act from 1998 to 2018.	
Learning outcome 1: Know how body systems work	Update description of the trachea.	
2.5: Unit R024 2.11: Unit R030 3.1: Overview of the assessment	After June 2019 series, Units R024 and R030 cannot be used towards the Certificate size qualification. June 2019 series is the final assessment opportunity for OCR Cambridge National Diploma in Health and Social Care.	

# OCR Cambridge Nationals in Health and Social Care

Qualification title	Guided Learning Hours (GLH)	Entry Code	Reference
OCR Level 1/Level 2 Cambridge National Award in Health and Social Care	60	J801	600/4777/X
OCR Level 1/Level 2 Cambridge National Certificate in Health and Social Care	120	J811	600/4780/X

# Contents

<b>Summary of key changes to this specification</b>	<b>2</b>
<b>OCR Cambridge Nationals in Health and Social Care</b>	<b>3</b>
<b>1 Introduction</b>	<b>7</b>
1.1 Qualification aims	7
1.2 Qualification summary	7
1.3 Qualification size (GLH and TQT)	7
1.4 Prior learning/attainment	8
1.5 Overview of the qualifications	8
<b>2 Units</b>	<b>9</b>
2.1 Guidance on unit content	9
2.2 Unit R021: <i>Essential values of care for use with individuals in care settings</i>	10
2.3 Unit R022: <i>Communicating and working with individuals in health, social care and early years settings</i>	15
2.4 Unit R023: <i>Understanding body systems and disorders</i>	18
2.5 Unit R025: <i>Understanding life stages</i>	21
2.6 Unit R026: <i>Planning for employment in health, social care and children and young people's workforce</i>	24
2.7 Unit R027: <i>Creative activities to support individuals in health, social care and early years settings</i>	28
2.8 Unit R028: <i>Understanding the development and protection of young children in an early years setting</i>	31
2.9 Unit R029: <i>Understanding the nutrients needed for good health</i>	34
2.10 Unit R031: <i>Using basic first aid procedures</i>	37
<b>3 Assessment of Cambridge Nationals in Health and Social Care</b>	<b>40</b>
3.1 Overview of the assessment in the Cambridge Nationals in Health and Social Care	40
3.2 Synoptic assessment	42
3.3 Grading and awarding grades	43
3.4 Performance descriptors	44
3.5 Quality of written communication	46
<b>4 The centre-assessed units (R022, R023, R025 – R029 and R031)</b>	<b>47</b>
4.1 The centre-assessed units	47
4.2 Tasks for the centre-assessed units	47
4.3 Completing the tasks	49
4.4 Marking and moderating centre-assessed units	50
4.5 Authentication	52

4.6	Moderation	53
<b>5</b>	<b>Support</b>	<b>56</b>
5.1	Free resources	56
5.2	Free teaching and learning resources	56
5.3	Training	57
5.4	OCR Support services	57
<b>6</b>	<b>Access</b>	<b>58</b>
6.1	Equality Act information relating to Cambridge Nationals in Health and Social Care	58
6.2	Accessibility	58
<b>7</b>	<b>Administration</b>	<b>59</b>
7.1	Availability of assessment	59
7.2	Making entries	59
7.3	Certification rules	61
7.4	Unit and qualification resits	61
7.5	Post-results services	62
7.6	Shelf life of units	62
<b>8</b>	<b>Other information</b>	<b>63</b>
8.1	Overlap with other qualifications	63
8.2	Progression from/to these qualifications	63
8.3	Avoidance of bias	64
8.4	Criteria requirements	64
8.5	Language	64
8.6	Spiritual, moral, ethical, social, legislative, economic and cultural issues	65
8.7	Sustainable development, health and safety consideration and European developments with international agreements	66
<b>Appendix A: Guidance on witness statements</b>		<b>67</b>
<b>Appendix B: Marking criteria for centre assessment</b>		<b>68</b>
	Unit R022: <i>Communicating and working with individuals in health, social care and early years settings</i>	68
	Unit R023: <i>Understanding body systems and disorders</i>	73
	Unit R025: <i>Understanding life stages</i>	78
	Unit R026: <i>Planning for employment in health, social care and children and young people's workforce</i>	82
	Unit R027: <i>Creative activities to support individuals in health, social care and early years settings</i>	86
	Unit R028: <i>Understanding the development and protection of young children in an early years setting</i>	91
	Unit R029: <i>Understanding the nutrients needed for good health</i>	96

**Appendix C: Guidance for the production of electronic internal assessment** **105**

**Appendix D: Marking criteria glossary of terms** **107**

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# 1 Introduction

## 1.1 Qualification aims

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These qualifications will assess the application of Health and Social Care through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability when they leave education, contributing to both their personal development and future economic well-being.

Cambridge Nationals in Health and Social Care will equip learners with sound specialist knowledge and skills for everyday use. They will also challenge all learners, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum (including Values of Care and the current legislation requirements and the importance of softer skills such as communication skills to ensure individuals right to independence and dignity).

The hands-on approach that will be required for both teaching and learning will chime appropriately with the way young people use new technology and will underpin a highly valid approach to the assessment of their skills as is borne by what teachers tell us. The qualification design, including the range of units available, will allow learners the freedom to explore more deeply the things that interest them as well as providing good opportunity to enhance their learning in a range of curriculum areas.

This specification contains the Cambridge National Award/Certificate in Health and Social Care.

## 1.2 Qualification summary

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The OCR Cambridge Nationals in Health and Social Care consist of two qualifications:

The OCR Level 1/Level 2 Cambridge National Award in Health and Social Care consist of two mandatory units.

The OCR Level 1/Level 2 Cambridge National Certificate in Health and Social Care consist of two mandatory units and two optional units.

## 1.3 Qualification size (GLH and TQT)

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The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) the teacher will spend supervising or directing study time and assessment activities. We have worked with people who are experienced in delivering related qualifications to determine what content needs to be taught and how long it will take to deliver.

TQT is comprised of two elements: GLH, and an estimate of the number of hours a learner will reasonably spend on any unsupervised learning or assessment activities (including homework) so they can successfully achieve their qualification.

OCR Level 1/Level 2 Cambridge National Award in Health and Social Care is 60 GLH and 77 TQT.

OCR Level 1/Level 2 Cambridge National Certificate in Health and Social Care is 120 GLH and 150 TQT.



## 1.4 Prior learning/attainment

Learners who are taking courses leading to any of these qualifications should normally have corresponding Key Stage 3 Programme of Study within the National Curriculum.

## 1.5 Overview of the qualifications

Units	Assessment method	GLH	J801 Award 60 GLH	J811 Certificate 120GLH
<b>Mandatory</b>				
R021: <i>Essential values of care for use with individuals in care settings</i>	Written paper OCR set and marked 1 hour – 60 marks (60 UMS) Learners answer all questions	30	M	M
R022: <i>Communicating and working with individuals in health, social care and early years settings</i>	Centre-assessed tasks OCR-moderated Approx 10 hours – 60 marks (60 UMS)	30	M	M
<b>Optional</b>				
R023: <i>Understanding body systems and disorders</i>	Centre-assessed tasks OCR-moderated Approx 10 hours – 60 marks (60 UMS)	30	n/a	O
R025: <i>Understanding life stages</i>	Centre-assessed tasks OCR-moderated Approx 10 hours – 60 marks (60 UMS)	30	n/a	O
R026: <i>Planning for employment in health, social care and children and young people's workforce</i>	Centre-assessed tasks OCR-moderated Approx 10 hours – 60 marks (60 UMS)	30	n/a	O
R027: <i>Creative activities to support individuals in health, social care and early years settings</i>	Centre-assessed tasks OCR-moderated Approx 10 hours – 60 marks (60 UMS)	30	n/a	O
R028: <i>Understanding the development and protection of young children in an early years setting</i>	Centre-assessed tasks OCR-moderated Approx 10 hours – 60 marks (60 UMS)	30	n/a	O
R029: <i>Understanding the nutrients needed for good health</i>	Centre-assessed tasks OCR-moderated Approx 10 hours – 60 marks (60 UMS)	30	n/a	O
R031: <i>Using basic first aid procedures</i>	Centre-assessed tasks OCR-moderated Approx 10 hours – 60 marks (60 UMS)	30	n/a	O
<b>Key: M = mandatory unit O = optional unit</b>				

A bank of set assignments is available free of charge from the OCR website for the internally assessed units R021 – R023, R025 – R029 and R031.

## 2 Units

### 2.1 Guidance on unit content

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#### Use of i.e./e.g. in unit content

The unit content describes what has to be taught to ensure that learners are able to access the highest marks.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, though these do not need to be the same ones provided in the unit content.

Teachers will need to ensure that any modifications to tasks, from the bank of set assignments for the optional units, do not expect the learner to do more than they have been taught, but they must enable them to access the full range of marks as described in the marking criteria.

For externally assessed units, where the content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when setting questions:

- direct question may be asked where the unit content is shown with an i.e.
- where unit content is shown as an e.g., a direct question will not be asked about that example. Any questions relating to the area of content will offer learners the opportunity to provide their own examples, as the unit has not specified which examples they should be familiar with.

## 2.2 Unit R021: *Essential values of care for use with individuals in care settings*

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### Aims

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This mandatory unit focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early years environment. All good practice is based on these values and enables those who use and work in care settings to apply quality practice. The unit also provides an overview of legislation and its impact on the care settings and covers the hygiene, safety and security matters that relate to promoting a healthy and safe environment.

Many individuals who use services often feel vulnerable and are lacking in confidence. If staff are friendly in their approach, apply the values of good care and are supportive, as well as following the accepted procedures, those using the service will feel respected and assured that all is being done to promote their health and well-being. Studying this unit will enable the learner to understand how this is achieved.

Learners will have the opportunity to apply their knowledge and understanding through the use of focused activities such as role-play, case studies and scenarios. The unit will prepare learners for the work place, enabling them to gain an understanding of how the values of care should be applied and how maintaining the rights of individuals will enable them to feel valued.

On completion of the unit, learners will have gained an understanding of how to provide quality care for individuals, helping them to achieve their goals and how to apply the values of care so that individuals feel valued. Learners will also have gained an understanding of how regulatory frameworks aim to protect both individuals and care workers in settings and how procedures that are in place in care settings, aim to promote standards of hygiene and maintain safety and security for all who use or work within the setting.

#### **Learning Outcome 1: Understand how to support individuals to maintain their rights**

Learners must be taught:

- the rights of individuals to, i.e.:
  - choice, i.e.:
    - joining in activities
    - food options
    - selection of GP
    - where/how to receive treatment
  - confidentiality, i.e.:
    - having personal notes stored securely
    - not being spoken about so others can hear
  - protection from abuse and harm
  - equal and fair treatment, being treated for the needs the individual has
  - consultation, i.e.:
    - what type of care the individual would like if it were possible
    - opinions and views being sought
- why it is important to maintain individuals rights, i.e.:
  - to make people feel valued/raise self-esteem
  - to empower
  - to instil confidence and trust

- to feel safe
- to equality of access to services/treatments
- to have your individual needs met
- how care workers can support individuals to maintain their rights, i.e.:
  - by using effective communication, i.e.:
    - using vocabulary that can be understood
    - not being patronising
    - adapting their communication to meet the needs of the individual or the situation
    - listening to individuals' needs
  - by providing up-to-date information, i.e.:
    - on time services open
    - type of care provided
    - location
    - alternatives available
  - by challenging discriminatory behaviour, i.e.:
    - challenge at the time
    - afterwards through procedures
    - long-term proactive campaigning
  - by providing information about complaints procedures, i.e.:
    - the options they have
    - the steps to take when making a complaint
    - procedures to follow
  - by providing advocacy, someone to speak on behalf of someone who is unable to speak for themselves.

## **Learning Outcome 2: Understand the importance of the values of care and how they are applied**

Learners must be taught:

- the values of care in health and social care:
  - by promoting equality and diversity
  - by maintaining confidentiality
  - by promoting individuals' rights and beliefs
- where the values of care are applied, i.e.:
  - in health settings (e.g. GP surgery)
  - in social care settings (e.g. residential homes)
  - in early years care and education (e.g. nurseries)
- how the values are applied, i.e.:
  - by promoting equality and diversity (e.g. providing foods specifically for vegetarians)
  - by maintaining confidentiality (e.g. making sure written documents are stored in a locked filing cabinet)
  - by promoting individuals' rights and beliefs (e.g. the right to refuse treatment)
  - by being a reflective practitioner
- how the early years values of care are applied in settings, i.e.:
  - by ensuring the welfare of the child is paramount, i.e.:
    - positive expectations should be encouraged

- a child must never be smacked or humiliated
- o by keeping children safe and maintaining a healthy and safe environment, i.e.:
  - protecting children from abuse, applying health and safety procedures
- o by working in partnership with parents/guardians and families
- o by encouraging children's learning and development, children should be offered a range of experiences to provide choice
- o by valuing diversity, i.e.:
  - information about various traditions, customs and festivals should be presented
- o by ensuring equality of opportunity, each child should be provided with the opportunity to work towards his/her potential
- o by practising anti-discrimination (e.g. not discriminating on the basis of social background)
- o by ensuring confidentiality, i.e.:
  - information about families must not be shared with others except on a 'need to know basis'
- o by working with others (e.g. to include other professionals or in partnership)
- the importance of applying the values of care, i.e.:
  - o to ensure standardisation of care (e.g. all children receiving the appropriate care and attention)
  - o to improve the quality of care (e.g. all hospital patients feeling safe)
  - o to provide clear guidelines to inform and improve practice
  - o to maintain or improve quality of life
- the effects on people who use services if the values of care are not applied, i.e.:
  - o physical (e.g. pain if medication/treatment is not given)
  - o intellectual (e.g. loss of focus/concentration)
  - o emotional (e.g. feeling betrayed, low self-esteem)
  - o social (e.g. feeling excluded from the group).

### Learning Outcome 3: Understand how legislation impacts on care settings

Learners must be taught:

- the key aspects of legislation which are relevant to each of the following groups, i.e.:
  - o children and young people
  - o vulnerable adults
  - o ethnic minority groups
  - o people with disabilities
  - o men and women
  - o older adults
- an overview of the key aspects of legislation, i.e.:
  - o how the Equality Act 2010, Children Act 2004, Data Protection Act 2018, Health and Safety at Work Act 1974 and Mental Health Act 2007
    - support an individual's rights
    - provide a framework to maintain and improve quality of practice
    - provide guidance for those who work in the sectors
    - set out the standard of practice and conduct those who work in the sectors should meet
 (Learners must be taught any changes to legislation which supersedes those listed)
- how key legislation impacts on, i.e.:
  - o people who use services (e.g. people can exercise their rights)

- care practitioners (e.g. training)
- service providers (e.g. production of organisational policies and procedures).

#### **Learning Outcome 4: Understand how personal hygiene, safety and security measures protect individuals**

Learners must be taught:

- personal hygiene, i.e.:
  - hair tied back/covered
  - open wounds covered
  - no jewellery
  - no nail polish
  - appropriate protective clothing
  - appropriate hand washing routines
  - regular showering and hair washing
  - regular brushing of teeth
  - appropriate use and disposal of tissues/antiseptic wipes
- safety procedures, i.e.:
  - emergency procedures (e.g. fire, evacuation)
  - equipment considerations (e.g. appropriate training, fit for purpose)
  - moving and handling techniques
- security measures, i.e.:
  - checking external entrances
  - monitoring of keys
  - security pads on doors
  - window locks
  - reporting of concerns to line managers
  - identifying staff, receiving and monitoring visitors
- how individuals are protected, i.e.:
  - methods for reducing spread of infection (e.g. general cleanliness, wearing gloves/masks)
  - methods for reducing risk/danger (e.g. risk assessment)
  - procedures to prevent accidents and promote good practice (e.g. training programmes).

## Assessment guidance

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During the external assessment, learners will be expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts.

## Connections between units for synoptic assessment

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Whilst we do not prescribe the order in which units should be assessed, because of the interdependence between units it is strongly recommended that learners complete the learning for this unit (R021) before completing assessment of other units within this qualification. Teaching of this unit will develop key knowledge, skills and understanding which should be applied and assessed in context further throughout the qualification.

Further information regarding synoptic assessment within this qualification can be found under section 3.2 *Synoptic assessment*.

## 2.3 Unit R022: *Communicating and working with individuals in health, social care and early years settings*

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### Aims

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This unit will provide learners with the underpinning knowledge and understanding of how to communicate effectively and what personal qualities will contribute to the creation of a caring environment when working with individuals in a health, social care and early years setting.

Effective communication is important to an individual's well-being in everyday life. Practitioners need to communicate with and make connections with individuals using services all the time and it is their ability to utilise good communication skills and personal qualities that means they are able to communicate with and relate to those individuals effectively. Through this unit learners will gain an understanding of the different types of communication, the importance of good communication, the factors that influence effective communication and ways to overcome barriers, and an understanding of the qualities that contribute to effective practical care. These are transferable skills that can be used in everyday life. Being able to communicate effectively and to employ personal qualities to relate to others can influence every aspect of a person's life, providing a key foundation on which to grow.

On completion of this unit learners will be able to appreciate how the way they communicate and the personal qualities that they utilise when working with individuals in a health, social care or early years setting will have an impact on the care of those individuals. They will be able to demonstrate that they have those effective communication skills that are needed to work in a health, social care or early years setting. They will be able to plan effectively for interactions in a health, social care and early years setting.

#### **Learning Outcome 1: Understand how to communicate effectively**

Learners must be taught:

- different types of communication, i.e.:
  - verbal skills, i.e.:
    - clarity
    - tone
    - pace
    - empathy
    - paraverbal skills
  - non-verbal, i.e.:
    - body language
    - gestures
    - facial expressions
  - written, i.e.:
    - writing a care plan
    - care report or instructions for medical procedure/operational activity
  - specialist, i.e.:
    - Braille
    - sign language
    - voice activated software
    - advocates
    - interpreters
    - Makaton



- about factors that positively influence communication, i.e.:
  - environmental, i.e.:
    - heating and ventilation
    - room layout
    - lighting
    - noise
  - interpersonal, i.e.:
    - relationships
    - personal space
    - respecting differences in culture
    - body language
    - active listening
- barriers to communication, i.e.:
  - patronising language, tiredness, inappropriate body language, inappropriate use of language, aggression, and difference in language spoken
  - speech difficulties due to disabilities or illness (e.g. dementia, deafness)
  - noisy environment, inadequate space, poor lighting, damaged or unsuitable furniture
- ways to overcome barriers, i.e.:
  - adapting the environment
  - calm tone
  - training staff.

### **Learning Outcome 2: Understand the personal qualities that contribute to effective care**

Learners must be taught:

- the qualities that contribute to effective care, i.e.:
  - patience (e.g. when dealing with an individual in a wheel chair)
  - understanding (e.g. by giving clear instructions for an activity at a day care centre so that they are understood)
  - empathy (e.g. with an individual's circumstances when breaking bad news in a hospital)
  - respect (e.g. an individual's personal religious beliefs about the type of food they can eat in hospital)
  - willingness (e.g. to support other individuals)
  - sense of humour (e.g. when working with young children in a nursery)
  - cheerfulness (e.g. the way a nursery nurse greets the children)
- how the qualities contribute to effective care (e.g. empowerment, reassurance, value).

### **Learning Outcome 3: Be able to communicate effectively within a health, social care and early years setting**

Learners must be taught:

- how to plan for a one-to-one and group health, social care or early year interaction, considering, i.e.:
  - time, i.e.:
    - ensuring enough time is set-aside
    - that all parties involved are aware of the time and how long it will take
  - environmental factors, i.e.:

- away from the noise of the nursery, in private if necessary
  - appropriate lighting and space
  - seating plans (e.g. GP surgery, day care centre seating arrangements)
  - o activity or topic of conversation, i.e.:
    - related to the health, social care or early year setting
  - o skills to be used, i.e.:
    - non-verbal
    - verbal
  - o the reasons why practitioners and individuals who use the service need to communicate clearly, i.e.:
    - to give, obtain and exchange information to meet the individuals, physical, intellectual, language, emotional and social needs
  - o to ensure the comfort of the individual
  - o to show value and respect for the individual
- how to communicate effectively in a one-to-one and group situation, i.e.:
    - o by active listening, i.e.:
      - concentrate on what is being said
      - understand what individuals and key people are trying to convey
      - interpret the information being given, repeat information if necessary
      - respond to information appropriately
      - actively encourage others to communicate
      - reflect
    - o appropriate body language and behaviour, i.e.:
      - maintaining eye contact (e.g. when discussing care plan with an individual at a residential home)
      - appropriate facial expressions (e.g. when giving bad news in a hospital)
    - o inappropriate body language and behaviour, i.e.:
      - hand gestures/folded arms/finger pointing (e.g. when talking to members of staff at a nursery)
      - behaviour which fails to value service users (e.g. making a patient wait for care)
    - o adapting/using appropriate language, i.e.:
      - allowing pauses (e.g. when explaining instructions to a patient)
      - tone/pace (e.g. when talking to children at a nursery)
      - clarity of information (e.g. appropriate to individuals' needs)
      - use the individuals' preferred means of communication.

## Connections between units for synoptic assessment

Whilst we do not prescribe the order in which units should be assessed, because of the interdependence between units it is strongly recommended that learners complete the learning for R021 before completing assessment of this unit as they will have been taught key knowledge, skills and understanding which should be applied and assessed in context further in this unit, such as how effective communication can support individuals to maintain their rights.

Further information regarding synoptic assessment within this qualification can be found under section 3.2 *Synoptic assessment*.

## 2.4 Unit R023: Understanding body systems and disorders

### Aims

This unit will provide learners with the underpinning knowledge and understanding of three major body systems: respiratory, digestive and cardiovascular.

The interaction of our body systems and the structure and function that they provide allow humans to breathe, move, experience taste, touch and smell the amazing world we live in. These systems enable us to survive and thrive, with them we can live to our full potential as human beings. Technology and advances in medicine allow for us to treat illness and disease and research the ill effects of lifestyle choices.

Through this unit learners will have gained the knowledge and understanding of the structure and function of three body systems and three separate illnesses that may affect these systems.

On completion of this unit learners will have developed their knowledge and understanding of the importance of the systems, structure, function and disorders that can affect the individual within health, social care and early years settings. They will be able to measure and interpret data obtained from various relevant body functions.

This unit can be taught alongside Unit R025 – *Understanding life stages*.

#### Learning Outcome 1: Know how body systems work

Learners must be taught:

- the cardiovascular system
  - the structure of the cardiovascular system, i.e.:
    - heart - ventricles, left and right atrium, aorta
    - veins - size, diameter
    - arteries - size, diameter, pressure
  - the function of the cardiovascular system, i.e.:
    - circulation of blood around the body, oxygenation and deoxygenation (e.g. arteries are the blood vessels carrying oxygenated blood away from the heart and veins carry de-oxygenated blood to the heart)
- the respiratory system
  - the structure of the respiratory system, i.e.:
    - trachea, i.e.:
      - cartilage and ligaments, connects nose and mouth to lungs
    - lungs, i.e.:
      - cone shaped
      - right bigger than left
    - alveoli, i.e.:
      - within lungs
      - microscopic sacs bunched together
  - the function of the respiratory system, i.e.:
    - inhale, i.e.:
      - sucking in air from the atmosphere
      - diaphragm expanding
      - air going into the lungs

- breathing in oxygen
- exhale, i.e.:
  - diaphragm relaxes and ribcage moves inwards and downwards
  - breathing out carbon dioxide
- the digestive system
  - the structure of the digestive system, i.e.:
    - stomach, i.e.:
      - expanding sac structure
      - muscular walls
    - oesophagus, i.e.:
      - length
      - extends to the stomach
      - moves food down to the stomach
    - intestines, i.e.:
      - small and large
  - the function of the digestive system, i.e.:
    - digestion, i.e.:
      - breaks down food
      - absorption of molecules (minerals/water) into the blood
      - waste removal from the body

## Learning Outcome 2: Understand disorders that affect body systems

Learners must be taught:

- the cardiovascular system
  - disorders, i.e.:
    - heart attack
    - angina
    - heart failure
  - symptoms (e.g. chest pains, discomfort in arms/back etc, shortness of breath, tiredness, dizziness, raised pulse)
  - diagnosis (e.g. ECG echocardiogram, x-rays, blood tests, check pulse rates and blood pressure)
- the respiratory system
  - the disorders, i.e.:
    - asthma/allergies
    - bronchitis
    - pneumonia
    - emphysema
  - symptoms (e.g. wheezing, shortness of breath, increased breathing rate)
  - diagnosis (e.g. CT scan, MRI, x-rays, function tests)
- the digestive system
  - disorders (e.g. irritable bowel system, heartburn, ulcers)
  - symptoms (e.g. pain, discomfort, bloating, diarrhoea, sour/bitter taste in mouth, vomiting, weight loss)
  - diagnosis (medical history, physical exam, endoscopy, x-ray, ultra-sound, blood test, Body Mass Index (BMI) tests).

### Learning Outcome 3: Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems

Learners must be taught:

- how to measure pulse rate before and after activity (e.g. beats per minute, average pulse rates, raising pulse rate during activity)
  - compare results against normal/maximum pulse rates for age
- how to measure peak flow of an individual before and after activity (e.g. using a peak flow meter, highest of 3 blows, higher when well, lower when breathing is restricted)
  - compare results against normal values for age, height and weight
- how to calculate BMI (e.g. average BMI's, measure height and weight input onto BMI chart)
  - compare the results against healthy weights for height.
- ways of measuring function in the:
  - cardiovascular system, i.e.:
    - pulse rates
  - respiratory system, i.e.:
    - peak flow tests
  - digestive system, i.e.:
    - BMI.

### Connections between units for synoptic assessment

Whilst we do not prescribe the order in which units should be assessed, because of the interdependence between units it is strongly recommended that learners complete the learning for the mandatory units R021 and R022 before completing assessment of this unit as they will have been taught key knowledge, skills and understanding which should be applied and assessed in context further in this unit.

The learning from this unit relating to disorders that affect body systems can also be applied in units R025 and R029.

Further information regarding synoptic assessment within this qualification can be found under section 3.2 *Synoptic assessment*.

## 2.5 Unit R025: *Understanding life stages*

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### Aims

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Our passage through life does not always run smoothly or to a set pattern; it can often be uneven, with many people and circumstances influencing it such as the birth of siblings, marriage, divorce, death of close relatives, health, employment etc.

This unit will allow learners to investigate the main life processes that will occur with each life stage: develop an awareness and understanding of the key events that may happen and the effects of these during the lifespan of an individual, helping to identify the need for additional support. A sensitive approach as to why progress through a life stage(s) may be different will allow thoughtful debate.

On completion of this unit learners will be able to produce suitable support plans for individuals in different stages of life.

#### **Learning Outcome 1: Understand the stages of development from young people to adulthood**

Learners must be taught:

- the changes associated with the transition from young people to adulthood
  - physical, i.e.:
    - development of the body
    - gross/fine motor skills
    - physical appearance
  - intellectual, i.e.:
    - building up of concepts, especially mathematical ones
    - self-esteem
    - development of ability to understand, reason and learn
    - learning to read and write and later on taking exams
    - memory
  - language, i.e.:
    - communication skills
    - developing language
    - being able to hold a conversation
  - emotional, i.e.:
    - family influences
    - positive and negative emotions
    - self-concept
    - stress
    - the environment
  - social, i.e.:
    - development of relationships
    - social interaction
    - environment, i.e.:
      - urban/rural location
      - cultural status

- factors that affect development:
  - education
  - culture/religion
  - puberty (e.g. hormonal)
  - home/school/work
  - relationships (e.g. significant others, marriage, civil partnership, divorce)
  - pregnancy
  - birth of children
  - menopause
  - redundancy
  - bereavement.

### **Learning Outcome 2: Understand the ageing process in older adulthood**

Learners must be taught:

- an overview of the ageing process to include:
  - the effect on physical development (e.g. osteoporosis, mobility, health)
  - the effect on intellectual development (e.g. memory loss, employment/retirement)
  - the effect on emotional and social development (e.g. change in relationships within the family, bereavement)
  - the change of role in life (e.g. parent to grandparent, carer to cared for).

### **Learning Outcome 3: Know which medical conditions may affect progress through the life stages**

Learners must be taught:

- an overview of conditions which may affect progress through the life stages:
  - birth defects (e.g. genetic, sensory problems, down's syndrome)
  - non-birth medical conditions (e.g. anorexia, mental ill health, coronary heart disease<sup>1</sup>, paralysis, epilepsy, loss of senses)
- the effect of these conditions on health and social well-being, i.e.:
  - financial
  - social
  - emotional
  - physical.

### **Learning Outcome 4: Be able to create support plans**

Learners must be taught:

- how to communicate information clearly, sensitively and appropriately to different audiences
- how to match care and support provision to specific individual needs
- how to adapt care and support to reflect progression of individuals through different life stages
- how to link care and support to specific medical conditions for different life stages.

## Connections between units for synoptic assessment

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Whilst we do not prescribe the order in which units should be assessed, because of the interdependence between units it is strongly recommended that learners complete the learning for the mandatory units R021 and R022 before completing assessment of this unit as they will have been taught key knowledge, skills and understanding which should be applied and assessed in context further in this unit.

For example:

In R021 learners will have been taught how effective communication can support individuals to maintain their rights and how support services and values of care are applied in different settings.

In R022 learners will have been taught how to communicate effectively within different settings.

The learning from this unit relating to the cardiovascular system and some of the associated disorders can also be applied in unit R023.

Further information regarding synoptic assessment within this qualification can be found under section 3.2 *Synoptic assessment*.



## 2.6 Unit R026: *Planning for employment in health, social care and children and young people's workforce*

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### Aims

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This unit is designed to enable learners to plan and prepare for employment within health, social care and children and young people's workforce roles. It will help them to identify the key attributes and skills needed, and to set some challenging individual goals for their development.

Learners will have the opportunity to develop essential knowledge about careers including entry points into organisations and the qualifications needed. They will also learn about the challenges and rewards of working in health, social care and children and young people's workforce roles, so they can make fully informed decisions about what their career options might be.

Health, social care and children and young people's workforce sectors consists of a variety of organisations and sectors, providing a range of services to the public and communities, and learners will have the opportunity to look at the full range of different career options available.

Health, social care and children and young people's workforce organisations have a strong ethos of values that underpin the way they deliver their service and it is important that the people who work or are seeking to work in these fields understand and demonstrate these values. Learners will have the opportunity to look at what these values are and how they would uphold them in their work.

On completion of this unit learners will have had the chance to investigate the employment opportunities within the sectors, to extract information relevant to specific work roles that interest them, to investigate the recruitment process, to understand the employment requirements in the health, social care or children and young people's workforce, to prepare a personal career plan and prepare for an interview.

## Learning Outcome 1: Know about careers in health, social care or the children and young people's workforce

Learners must be taught:

- the employment opportunities available within health, social care or the children and young people's workforce, i.e.:
  - sectors
  - organisations
- the entry points and qualifications needed for job roles within health, social care or the children and young people's workforce, i.e.:
  - entry points, i.e.:
    - organisations
    - direct entry
    - apprenticeship schemes
    - graduate fast-track schemes
    - voluntary roles
  - qualifications, i.e.:
    - mandatory/role specific qualifications
    - post-employment qualifications
    - essential
    - desirable
    - qualifications that can be taken during employment
- the sources of information about career opportunities in health, social care or the children and young people's settings, i.e.:
  - internal sources, i.e.:
    - HR
    - training and development
    - intranet
    - publications
    - coaches and mentors
  - external sources, i.e.:
    - internet
    - trade unions and staff associations
    - media recruitment campaigns
    - publications
    - employment agencies.

## Learning Outcome 2: Understand the nature of working in health, social care or the children and young people's workforce

Learners must be taught:

- the skills and attributes needed to work in health, social care or the children and young people's workforce, i.e.:
  - honesty
  - respect for equality and diversity
  - respect for confidentiality
  - politeness
  - team working
  - objectivity
  - integrity
  - impartiality
  - sensitivity to the needs of others
  - avoiding conflict with others
- the health and safety issues in health, social care or the children and young people's workforce, i.e.:
  - hazards and risks
  - risk of workplace violence
  - stress
  - mental
  - physical requirements
  - accident prevention
  - Health and Safety Executive (HSE) guidance
- the rewards and challenges of working in health, social care or the children and young people's workforce, i.e.:
  - rewards, i.e.:
    - serving the community
    - job satisfaction
    - opportunities for progression
    - prestige
    - pay and working conditions
  - challenges, i.e.:
    - dealing with members of the public who are in stressful circumstances
    - the impact of stressful situations on service workers
    - health and safety risks
    - upholding values.

### Learning Outcome 3: Be able to plan for careers in health, social care or the children and young people's workforce

Learners must be taught:

- how to research career opportunities in health, social care or the children and young people's workforce, i.e.:
  - speaking to career advisors
  - using recruitment material from organisations
  - exploration of possible career leads undergoing work placements/work experience
  - desk research of industries, sectors, companies and organisations
  - matching skills and attributes to jobs
- how to prepare career plans to inform development, i.e.:
  - selecting career
  - evaluating necessary experience
  - identifying entry points/qualifications
  - considering health and safety/physical requirements
  - consideration of development
  - requirements
  - producing a career action plan/road map
- how to plan development goals to improve behaviours, skills and attributes, i.e.:
  - setting aims/objectives
  - planning activities
  - determining costs
  - setting timescale
  - allocating resources.

### Connections between units for synoptic assessment

Whilst we do not prescribe the order in which units should be assessed, because of the interdependence between units it is strongly recommended that learners complete the learning for the mandatory units R021 and R022 before completing assessment of this unit as they will have been taught key knowledge, skills and understanding which should be applied and assessed in context further in this unit.

For example:

If learners have already completed unit R021 they will have been taught how personal hygiene, safety and security measures protect individuals.

If learners have already completed unit R022 they will have been taught how to communicate effectively in different settings and the qualities that contribute effective care.

Further information regarding synoptic assessment within this qualification can be found under section 3.2 *Synoptic assessment*.

## 2.7 Unit R027: Creative activities to support individuals in health, social care and early years settings

### Aims

In this unit learners will have the opportunity to explore the different types of creative activities that are available to individuals in health, social care and early years settings. They will understand how important it is to promote creative activities, so that the needs of the individuals are met as well as ensuring that those involved enjoy the experience and gain personal value from participating.

On completion of this unit learners will be able to select from a range of creative activities available in health, social care and early years settings and how they meet the needs of individuals. Learners will gain an understanding of the benefits of creative activities to individuals and will be able to plan and carry out a creative activity with an individual or group in a health, social care or early years setting. Learners who complete this unit will have gained knowledge, understanding and skills which will enable them to contribute positively to a creative activity in a health, social care or early years setting.

#### **Learning Outcome 1: Understand the different types of creative activities available in health, social care and early years settings**

Learners must be taught:

- the different types of creative activities, i.e.:
  - imaginative (e.g. painting, drama, dance, photography, craft)
  - physical (e.g. gardening, woodwork, dance, jigsaw puzzles, recreational activities)
  - intellectual (e.g. quiz, poetry, story telling, writing stories/plays)
  - medical (e.g. co-ordination exercises, dancing, knitting)
  - social (e.g. singing, drama, reminiscence therapy, mime)
  - emotional (e.g. story telling, painting, craft work, mime)
  - developmental (e.g. to do up buttons, to be able to use a crayon)
- the needs of individuals that these activities address, i.e.:
  - children and young people (e.g. physical, learning difficulties, sensory impairment, behavioural conditions, special needs)
  - adults (e.g. mental health needs, special needs, physical disabilities, sensory impairment, medical conditions)
  - older adults (e.g. memory loss, hearing impairment, lack of mobility, sensory impairment).

#### **Learning Outcome 2: Understand the benefits of participating in creative activities**

Learners must be taught:

- the benefits of participating in creative activities, i.e.:
  - physical, i.e.:
    - fine motor skills (e.g. improved dexterity/hand to eye coordination)
    - gross motor skills (e.g. improved agility/mobility)
    - circulation (e.g. increase in fitness)
  - intellectual (cognitive), i.e.:
    - mental stimulation (e.g. prevent memory loss/relieve boredom, learn new skills)

- work independently (e.g. ability to plan daily activities/problem solving)
- creative skills (e.g. improved imagination)
- o language, i.e.:
  - communication (e.g. improve verbal, written)
  - language skills (e.g. learning/improved speech)
- o emotional, i.e.:
  - self-esteem (e.g. feeling valued, improved confidence)
  - express emotions (e.g. improved emotional stability)
- o social, i.e.:
  - social interaction (e.g. being able to work in groups/teams and improved relationships)
  - developing friendships (e.g. able to make friends more easily/improved social network).

### **Learning Outcome 3: Be able to carry out creative activities in a health, social care or early years setting**

Learners must be taught:

- how to plan a creative activity, i.e.:
  - o the type of activity, one from imaginative, physical, intellectual, social or emotional
  - o the aim for the activity (e.g. to improve fine motor skills, to provide a developmental opportunity)
  - o the objectives for the activity (e.g. to hold a crayon correctly, to be able to put on a sock correctly, to use a piece of equipment accurately)
  - o the timescales (e.g. 15 minutes, 45 minutes)
  - o the material resources to be used (e.g. ingredients, flowers, card)
  - o how to protect individuals from harm (e.g. safety of equipment, contingency plans for emergencies, how to minimise risks)
  - o the legal requirements, i.e.:
    - Health and Safety at Work Act (1974)
  - o the costs (e.g. of paper, crayons, printing, ink, cooking ingredients)
  - o the pre-set criteria to measure the success of the activity (e.g. a questionnaire, interview)
  - o the roles and responsibilities (e.g. lead person responsible, support required)
  - o the methodology to be used (e.g. demonstration, group work, individual contribution)
  - o the communication (e.g. appropriateness to participants, clarity of information, encouraging/motivational)
- how to carry out the creative activity, i.e.:
  - o introduction (e.g. providing an outline of the tasks, demonstrating how to carry out the activities and use the relevant equipment – craft/cookery utensils)
  - o main content, i.e.:
    - settling the individuals (e.g. so that they are prepared to carry out the activities)
    - providing support (e.g. checking that each individual knows what they have to do)
    - supervising the activity (e.g. ensuring that the activity is going to plan and health and safety requirements are met)
    - encouraging further action (e.g. through appropriate demonstration and communication)
  - o closing stages, i.e.:
    - keeping to timescales
    - clearing away
    - having an end of session discussion
- how to review the benefits of the creative activities to the participants, what were the leaders strengths/weaknesses, suggest improvements.

## Connections between units for synoptic assessment

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Whilst we do not prescribe the order in which units should be assessed, because of the interdependence between units it is strongly recommended that learners complete the learning for the mandatory units R021 and R022 before completing assessment of this unit as they will have been taught key knowledge, skills and understanding which should be applied and assessed in context further in this unit.

For example:

In R021 learners will have been taught values of care and how personal hygiene, safety and security measures protect individuals.

In R022 learners will have been taught how to communicate effectively within different settings.

The learning from unit R025 relating to physical, intellectual, language, emotional and social stages of development can also be applied in this unit.

Further information regarding synoptic assessment within this qualification can be found under section 3.2 *Synoptic assessment*.

## 2.8 Unit R028: *Understanding the development and protection of young children in an early years setting*

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### Aims

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This unit aims to provide learners with a key understanding of the physical, intellectual, language, emotional and social development of 0–5 year olds in an early years setting. It will enable learners to understand the importance of promoting a safe environment when working with children in which they are looked after and understand the areas of risk that can endanger children's lives in an early years setting.

On completion of this unit learners will be able to identify the key milestones of child development between 0–5 years and understand the early years values which apply to this setting. Learners will be able to identify risks and hazards which may occur and how to create a safe environment in an early years setting.

Potential career pathways include, nursing, child minders, nursery nurses and early years education. This optional unit builds on the work carried out in Unit R021 – *Essential values of care for use with individuals in care settings*.

#### **Learning Outcome 1: Understand the key milestones of physical, intellectual and language development between 0–5 years**

Learners must be taught:

- the key milestones of a child's physical, intellectual and language development from birth to five years
- the normal development stages and sequences of, i.e.:
  - physical development, i.e.:
    - gross/fine motor skills
    - hand/eye development
    - balance
    - physical appearance (e.g. size, height)
    - mobility (e.g. movement and motion)
  - intellectual development, i.e.:
    - learning (e.g. the role of books)
    - perception
    - thinking
  - language, i.e.:
    - communication (e.g. talking with others)
    - expression
    - speech development.



## **Learning Outcome 2: Understand the key milestones of emotional and social development between 0–5 years**

Learners must be taught:

- the key milestones of a child's emotional and social development from birth to five years
- the normal development stages and sequences of, i.e.:
  - emotional development, i.e.:
    - bonding with the mother/primary carer
    - inborn temperament
    - self-concept/self-esteem (e.g. belief in oneself/shyness)
    - fears
    - feelings
  - social development, i.e.:
    - development of social skills
    - social interaction
    - role of play on development (e.g. solitary/parallel co-operative play)
    - moral development.

## **Learning Outcome 3: Be able to create a safe environment to protect children (in an early years setting)**

Learners must be taught:

- how to carry out a risk assessment on an early years setting (e.g. nursery, child minder, play school/ crèche) considering, i.e.:
  - the types of risks from which young children need to be protected (e.g. environment – ensuring no doors could be opened by children, outdoor space would be secure and not contain any ponds etc., fixtures and fittings – would be secure and safe)
  - the types of hazard from which young children need to be protected (e.g. broken toys, broken lock on cleaning material cupboard, upturned carpets and rugs, blocking fire exits, correct storage of food)
  - the different ways of protecting children through safety features (e.g. electric socket covers, signing in and out for visitors, keypad on entrance doors, fire extinguishers, smoke alarms, window safety and locks, building security, personal, hand washing, protective clothing (aprons/gloves))
- how to design a safe environment for an early years setting considering design features, i.e.:
  - use of spaces (e.g. internal/external and purposes of use)
  - ergonomics (e.g. layout, fixtures and fittings)
  - equipment/resources (e.g. playing/toys, sleeping, food/hygiene and utensils)
  - safety issues.

## Connections between units for synoptic assessment

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Whilst we do not prescribe the order in which units should be assessed, because of the interdependence between units it is strongly recommended that learners complete the learning for the mandatory units R021 and R022 before completing assessment of this unit as they will have been taught key knowledge, skills and understanding which should be applied and assessed in context further in this unit.

For example:

In R021 learners will have been taught how personal hygiene, safety and security measures protect individuals.

In R022 learners will have been taught how to communicate effectively within an early years setting.

The learning from unit R025 relating to physical, intellectual, language, emotional and social stages of development can also be applied in this unit.

The learning from unit R026 relating to health and safety can also be applied in this unit.

Further information regarding synoptic assessment within this qualification can be found under section 3.2 *Synoptic assessment*.

## 2.9 Unit R029: *Understanding the nutrients needed for good health*

### Aims

This unit gives learners an overview of the importance of diet throughout the life stages, giving them the knowledge and skills to enable them to make choices which will affect their body throughout their lives. Food is essential to our health and social well-being, throughout our daily lives from birth to old age. What we eat is often determined by a considerable number of factors, such as work-life balance, finance, where we live, food preparation skills, our health and religion.

On completion of this unit learners will have an understanding of the key nutrients required for good health from childhood to old age and be able to apply this knowledge in practical situations.

#### **Learning Outcome 1: Know the dietary needs of individuals in each life stage**

Learners must be taught:

- the dietary need of the different life stages, i.e.:
  - young people, i.e.:
    - sustain growth
    - promote good health for developmental changes
    - rapid growth
    - considerable gains in bone and muscle
  - adulthood, i.e.:
    - to prevent disease
    - regulate metabolism
    - maintain normal growth and function and promote healthy lifestyles
  - older adults, i.e.:
    - to maintain both mental and physical health
    - preserve muscle tissue and strength
- the importance of nutrients, i.e.:
  - macro nutrients - protein, fat, carbohydrates,
  - micro nutrients - vitamins A, B group, C, D, E, K, minerals - calcium, iron
- the function of each nutrient, i.e.:
  - producing energy
  - growth and repair
  - prevention of disease
  - aid nerve function
  - aid the excretion process
  - to act as a carrier for other nutrients
  - for cell formation
  - to protect, and maintain cell homeostasis
- about dietary requirements/guidelines
  - the nutritional requirements specific to each life stage, including D.R.V. (Dietary Reference Values) and R.N.I. (Reference Nutrient Intake)
  - current government dietary guidelines (e.g. eating five fruits and vegetables a day, using the 'Eatwell plate' to encourage a balanced diet).

## Learning Outcome 2: Be able to create dietary plans for specific dietary needs

Learners must be taught:

- the factors that influence diet, i.e.:
  - income
  - location
  - lifestyle choice
  - vegetarian
  - vegan
  - religion
  - allergies/intolerances
- to create dietary plans considering, i.e.:
  - dietary needs for specific conditions (e.g. coeliac disease, irritable bowel syndrome, diabetes, wheat intolerance)
- the sources of nutrients, i.e.:
  - protein, i.e.:
    - animal/fish/dairy sources (e.g. chicken, salmon, eggs)
    - vegetable sources (soya beans, nuts, tofu)
  - carbohydrates (e.g. wheat)
  - fat
    - animal sources (e.g. milk/cream)
    - vegetable sources (e.g. nut oils, avocados)
  - vitamins
    - A (e.g. eggs, kidneys, mackerel)
    - D (e.g. fortified foods; breakfast cereal and margarine)
    - B (e.g. chicken, eggs, broccoli, dates, nuts, pulses)
    - C (e.g. strawberries, oranges)
  - minerals (e.g. calcium, iron).

## Learning Outcome 3: Be able to produce nutritional meals for specific dietary requirements

Learners must be taught:

- to create a meal for specific dietary needs, i.e.:
  - ingredients
  - combining nutrients in a meal (e.g. protein, carbohydrate and fat - cheese on toast, with a glass of fruit juice or piece of fruit)
  - portion size
- to assess their meal choices in relation to government guidelines (e.g. D.R.V. and R.N.I.)
- the hygienic and safe preparation of food (e.g. correct procedures such as using colour coded boards for food preparation, how to check if food is properly cooked, preparing the environment and themselves, by washing tables down before use, wearing aprons, correct hand washing etc.).

## Connections between units for synoptic assessment

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Whilst we do not prescribe the order in which units should be assessed, because of the interdependence between units it is strongly recommended that learners complete the learning for the mandatory units R021 and R022 before completing assessment of this unit as they will have been taught key knowledge, skills and understanding which should be applied and assessed in context further in this unit.

For example:

In R021 learners will have been taught how personal hygiene, safety and security measures protect individuals.

The learning from unit R023 relating to the digestive system and some of the associated disorders (e.g. irritable bowel system) and R025 relating to life stages, can also be applied in this unit.

Further information regarding synoptic assessment within this qualification can be found under section 3.2 *Synoptic assessment*.

## 2.10 Unit R031: *Using basic first aid procedures*

### Aims

This unit will provide learners with a knowledge and understanding of basic common first aid procedures that could be used within health and social care settings.

Understanding and applying basic first aid procedures could potentially save lives. Basic knowledge of first aid could make a huge difference in any emergency situation. Research carried out by the BBC has found that nearly 59% of people would not feel confident trying to save someone's life and around a quarter of people would do nothing and wait until the emergency services arrived.

On completion of this unit, learners will be able to assess the scene of an accident in health, social care and early years settings for risks and continuing dangers. Learners will know what information is needed when contacting the emergency services. Learners will know and be able to perform a variety of basic first aid procedures that could occur in a range of health, social care and early years settings. This unit complements Unit R023 - Understanding body systems and disorders.

Potential career pathways include, nursing, early years education, paramedics, doctors and health visitors.

Current correct procedures are assumed to be the ones published in a first aid manual which is current at the time of assessment.

This unit can only be evidenced in the context of adult individuals.

The teacher of the unit is not required to hold a current first aid qualification.

However, a person with a current first aid qualification (not paediatric) must witness the practical assessment (Task 4).

**This unit DOES NOT give you a first aid qualification unless you have followed a recognised course with a qualified First Aid provider.**

#### **Learning Outcome 1: Be able to assess scenes of accidents to identify risks and continuing dangers**

Learners must be taught:

- how to assess the scene of an accident within health, social care or early years settings, i.e.:
  - how to assess dangers to the casualty, first aider and others (e.g. fire, electricity)
  - how the area can be made safe appropriately before commencing first aid (e.g. remove any hazards where possible that could cause danger)
  - how to obtain informed consent when possible (e.g. ask conscious casualty's permission before commencing first aid procedures)
  - how to communicate clearly
  - when and how to seek additional support/report issues to the appropriate people
- how to provide information to emergency services, i.e.:
  - what information to give, i.e.:
    - location (e.g. address including postcode)
    - what has happened (e.g. heart attack, a child has fallen down stairs)
    - number of casualties
    - casualty's current state (e.g. conscious, breathing, any bleeding or chest pains)
    - details of the injury and how it happened.

## Learning Outcome 2: Understand the first aid procedures for a range of injuries

Learners must be taught:

- how to identify the nature and severity of a range of injuries, the current first aid procedures for the injuries and the rationale, i.e.:
  - conscious/unconscious and breathing/not breathing
    - possible causes (e.g. heart attack, electric shock, drowning)
    - if the casualty is conscious or not (e.g. conscious casualty can respond normally to sound and touch)
    - severity, if the casualty is breathing or not (e.g. look for breaths)
    - symptoms (e.g. none responsive, rapid shallow/shallow breaths, no sign of breathing)
    - the correct sequence of steps (e.g. check for response/no response, chest movement, listen for sounds)
    - the rationale (e.g. why it is important to tilt the head back, why it is important to lie the casualty on their side)
  - choking
    - possible causes (e.g. food)
    - severity (e.g. mild/severe obstruction)
    - symptoms (e.g. choking, gasping for breath)
    - the correct sequence of steps (e.g. 5 back slaps)
    - rationale (e.g. to remove obstruction, prevent further complications, prevent unconsciousness)
  - an asthma attack
    - possible causes (e.g. allergies)
    - severity (e.g. mild attack – requiring inhaler)
    - symptoms (e.g. coughing, wheezing)
    - the correct sequence of steps (e.g. sit the patient down, use inhaler)
    - rationale (e.g. ease breathing, monitor inhaler doses, call emergency support)
  - burns or scald
    - possible causes (e.g. scald from boiling water, burn from fire)
    - severity (e.g. minor/major burn/scald)
    - symptoms
    - the correct sequence of steps (e.g. place under cold water for at least 10 minutes)
    - rationale (e.g. why it is placed under cold running water, alleviate pain, prevent infection)
  - bleeding
    - possible causes (e.g. cut, graze, embedded object)
    - severity (e.g. minor/major cut, graze, embedded object)
    - correct sequence of steps (dependant on severity e.g. dress minor wound, apply pressure to major wound to prevent loss of blood)
    - rationale (e.g. minimise shock, prevent infection, prevent cross infection)
  - shock
    - possible causes (e.g. severe trauma, heart attack, allergic reaction)
    - severity (e.g. vital organs do not get enough oxygen due to reduced blood circulation e.g. loss of blood, loss of other body fluids, severe burns)
    - symptoms (e.g. rapid pulse, low blood pressure, dizziness, shallow breathing)
    - correct sequence of steps (e.g. physiological shock e.g. lay person on their back and raise their legs, anaphylactic shock e.g. if having trouble breathing sit them up)
    - rationale (e.g. improve circulation, treat the cause appropriately).

### Learning Outcome 3: Be able to apply basic first aid procedures

Learners must be taught:

- how to apply the steps involved in certain first aid procedures (as published in a current first aid manual at the time of assessment), i.e.:
  - is conscious/unconscious and breathing/not breathing
  - is choking
  - is having an asthma attack
  - has suffered burns or scald
  - is bleeding
  - is in shock
- how to review own performance, i.e.:
  - competency (e.g. amount of support needed, language used)
  - strengths/weaknesses (e.g. remained calm, lacked confidence)
  - suggest improvements to their performance (e.g. be aware of the sequence of steps so less support is required).

### Connections between units for synoptic assessment

Whilst we do not prescribe the order in which units should be assessed, because of the interdependence between units it is strongly recommended that learners complete the learning for the mandatory units R021 and R022 before completing assessment of this unit as they will have been taught key knowledge, skills and understanding which should be applied and assessed in context further in this unit.

For example:

In R021 learners will have been taught Health and Safety including risks and hazards.

In R022 learners will have been taught how to communicate effectively for different settings.

The learning from unit R023 relating to the respiratory and cardiovascular systems and some of the associated disorders can also be applied in this unit.

Further information regarding synoptic assessment within this qualification can be found under section 3.2 *Synoptic assessment*.



# 3 Assessment of Cambridge Nationals in Health and Social Care

## 3.1 Overview of the assessment in the Cambridge Nationals in Health and Social Care

Entry code	Qualification title	GLH	Qualification Number
<b>J801</b>	<b>OCR Level 1/Level 2 Cambridge National Award in Health and Social Care</b>	<b>60</b>	<b>600/4777/X</b>
Made up of: <ul style="list-style-type: none"> <li>Units R021 and R022.</li> </ul>			
<b>J811</b>	<b>OCR Level 1/Level 2 Cambridge National Certificate in Health and Social Care</b>	<b>120</b>	<b>600/4780/X</b>
Made up of: <ul style="list-style-type: none"> <li>Units R021 and R022.</li> <li>Any other two units.</li> </ul>			

Individual unit details below:

Unit details	
<i>Unit R021: Essential values of care for use with individuals in care settings</i>	
30 GLH 1 hour written paper 60 marks (60 UMS) OCR set and marked	This question paper: <ul style="list-style-type: none"> <li>consists of two sections, each comprising short answer and extended response questions.</li> </ul>
<i>Unit R022: Communicating and working with individuals in health, social care and early years settings</i>	
30 GLH Approx 10 hours internal assessment 60 marks (60 UMS) Centre-assessed and OCR-moderated	The centre-assessed task: <ul style="list-style-type: none"> <li>will be based on a centre selected set assignment</li> <li>assesses the quality of written communication.</li> </ul>
<i>Unit R023: Understanding body systems and disorders</i>	
30 GLH Approx 10 hours internal assessment 60 marks (60 UMS) Centre-assessed and OCR-moderated	The centre-assessed task: <ul style="list-style-type: none"> <li>will be based on a centre selected set assignment</li> <li>assesses the quality of written communication.</li> </ul>

<b>Unit R025: <i>Understanding life stages</i></b>	
30 GLH Approx 10 hours internal assessment 60 marks (60 UMS) Centre-assessed and OCR-moderated	The centre-assessed task: <ul style="list-style-type: none"> <li>• will be based on a centre selected set assignment</li> <li>• assesses the quality of written communication.</li> </ul>
<b>Unit R026: <i>Planning for employment in health, social care and children and young people's workforce</i></b>	
30 GLH Approx 10 hours internal assessment 60 marks (60 UMS) Centre-assessed and OCR-moderated	The centre-assessed task: <ul style="list-style-type: none"> <li>• will be based on a centre selected set assignment</li> <li>• assesses the quality of written communication.</li> </ul>
<b>Unit R027: <i>Creative activities to support individuals in health, social care and early years settings</i></b>	
30 GLH Approx 10 hours internal assessment 60 marks (60 UMS) Centre-assessed and OCR-moderated	The centre-assessed task: <ul style="list-style-type: none"> <li>• will be based on a centre selected set assignment</li> <li>• assesses the quality of written communication.</li> </ul>
<b>Unit R028: <i>Understanding the development and protection of young children in an early years setting</i></b>	
30 GLH Approx 10 hours internal assessment 60 marks (60 UMS) Centre-assessed and OCR-moderated	The centre-assessed task: <ul style="list-style-type: none"> <li>• will be based on a centre selected set assignment</li> <li>• assesses the quality of written communication.</li> </ul>
<b>Unit R029: <i>Understanding the nutrients needed for good health</i></b>	
30 GLH Approx 10 hours internal assessment 60 marks (60 UMS) Centre-assessed and OCR-moderated	The centre-assessed task: <ul style="list-style-type: none"> <li>• will be based on a centre selected set assignment</li> <li>• assesses the quality of written communication.</li> </ul>
<b>Unit R031: <i>Using basic first aid procedure</i></b>	
30 GLH Approx 10 hours internal assessment 60 marks (60 UMS) Centre-assessed and OCR-moderated	The centre-assessed task: <ul style="list-style-type: none"> <li>• will be based on a centre selected set assignment</li> <li>• assesses the quality of written communication.</li> </ul>

## 3.2 Synoptic assessment

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Synoptic assessment is an important aspect of the OCR Level 1/Level 2 Cambridge National Certificate in Health and Social Care. Assessment in this qualification is designed to require learners to draw on the skills, knowledge and understanding they have acquired through their studies and utilise them in an appropriate and relevant way to complete the key tasks, leading to a more progressive and holistic understanding of the subject content. We have taken this approach to support learners in developing their ability to go on to apply what they learn from this qualification to new and different situations and contexts.

Learners will take two mandatory units and two optional units. We do not prescribe the order in which the units are assessed but because of the interdependence between the units learners will need to synthesize the knowledge, skills and understanding they develop in the mandatory units, in order to apply them to relevant contexts when they complete the assessment for the optional units. For that reason we strongly recommend that learners complete the learning for the mandatory units Essential values of care for use with individuals in care settings (R021) and Communicating and working with individuals in health, social care and early years settings (R022), before undertaking assessment in other units.

At the end of each unit specification we have provided information on where connections between areas of learning are in order to help with the planning of teaching and learning, and to support assessment decisions for the internally assessed units. Learners should sequentially build up their knowledge, skills and understanding between the mandatory units (R021 and R022) and their chosen optional units through their programme of learning. You will find that no matter what optional units are taken, they will always draw on fundamental knowledge, skills and understanding from the mandatory units.

For example, in Unit R021 learners will develop the following knowledge, skills and understanding which can be applied to other optional units within the qualification:

- how to support individuals to maintain their rights which will be applied when creating support plans in R025
- how legislation impacts on care settings which will be applied in R025 when considering the effects of medical conditions on the health and social well-being of individuals
- the values of care and personal hygiene which will be applied in R027 when completing creative activities in an early years setting
- safety and security measures to protect individuals, which can be applied in R028 when creating a safe environment to protect children

And in R022 learners will develop the following knowledge, skills and understanding which can be applied to other optional units within the qualification:

- how to communicate effectively in a Health and Social Care setting which will be applied when creating support plans in R025 and when using basic first aid in R031.

This qualification supports synoptic learning and assessment by employing the following principles:

- to enable learners to demonstrate an ability to use and apply a range of different methods and/or techniques
- to provide assessment that encourages learners to put forward different ideas and/or explanations to support decisions they have made
- to develop learners' ability to suggest or apply different approaches to contexts, situations
- to develop and assess learners' use of transferable skills

- to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses
- to enable learners to evaluate and justify their decisions, choices and recommendations.

### 3.3 Grading and awarding grades

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All results are awarded on the following scale:

- Distinction\* at Level 2 (\*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1).

The shortened format of the grade will be displayed on Interchange and some administrative documents provided by OCR. However, the full format of the grade will appear on the certificates issued to learners.

The boundaries for Distinction at Level 2, Pass at Level 2 and Pass at Level 1 are set judgementsally. Other grade boundaries are set arithmetically.

The Merit (Level 2) is set at half the distance between the Pass (Level 2) grade and the Distinction (Level 2) grade. Where the gap does not divide equally, the Merit (Level 2) boundary is set at the lower mark (e.g. 45.5 would be rounded down to 45).

The Distinction\* (Level 2) grade is normally located as far above Distinction (Level 2) as Merit (Level 2) is below Distinction (Level 2).

To set the Distinction (Level 1) and Merit (Level 1) boundaries, the gap between the Pass (Level 1) grade and the Pass (Level 2) grade is divided by 3, and the boundaries set equidistantly. Where this division leaves a remainder of 1, this extra mark will be added to the Distinction (Level 1)-Pass (Level 2) interval (i.e. the Distinction (Level 1) boundary will be lowered by 1 mark). Where this division leaves a remainder of 2, the extra marks will be added to the Distinction (Level 1)-Pass (Level 2) interval, and the Merit (Level 1)-Distinction (Level 1) interval, i.e. the Distinction (Level 1) boundary will be lowered by 1 mark, and the Merit (Level 1) boundary will be lowered by 1 mark.

For example, if Pass (Level 2) is set judgementsally at 59, and Pass (Level 1) is set judgementsally at 30, then Distinction (Level 1) is set at 49, and Merit (Level 1) is set at 39.

Grades are indicated on qualification certificates. However, results for learners who fail to achieve the minimum grade (Pass at Level 1) will be recorded as *unclassified* (U or u) and this is **not** certificated.

These qualifications are unitised schemes. Learners can take units across several different series. They can also resit units or choose from optional units available. Please refer to section 7.4 'Unit and qualification resits' for more information. When working out learners' overall grades, OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A learner's uniform mark for each unit is calculated from the learner's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the learner's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 40/60.

The uniform mark boundaries for each of the assessments are shown below.

Unit GLH	Max Unit Uniform Mark	Unit Grade							U
		Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	
30	60	54	48	42	36	30	24	18	0

The learner's uniform mark for Unit R021 will be combined with the uniform mark for the centre-assessed units to give a total uniform mark for the qualification. The learner's overall grade will be determined by the total uniform mark. The following table shows the minimum total mark for each overall grade:

Qualification	Max Uniform Mark	Qualification Grade							U
		Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	
Award	120	108	96	84	72	60	48	36	0
Certificate	240	216	192	168	144	120	96	72	0

### 3.4 Performance descriptors

The performance descriptors indicate the level of attainment associated with Distinction at Level 2, Pass at Level 2 and Pass at Level 1. They are for use at awarding meetings. They give a general indication of the levels of attainment likely to be shown by a representative learner performing at these boundaries.

#### Performance descriptor – Distinction at Level 2

Learners will be able to work with confident independence to create material which reflects thoughtful planning, skilled development and perceptive evaluation.

They will be able to apply knowledge, understanding and skills in a variety of health and social care contexts - exploring, identifying, selecting and using a range of health, social and early year care values to provide quality care. They will be able to use a range of skills and abilities confidently that add value in the workplace and in higher education.

They will be able to produce work that is complete and coherent, demonstrating originality and depth of understanding.

They will be able to:

- Recall a wide range of information regarding social issues within health, social care and early years settings
- Perceptively analyse health, social care and early years care situations
- Create solutions which demonstrate detailed consideration of the requirements of people who use services
- Understand and use a wide range of health, social care and early years terminology correctly
- Use techniques efficiently to search for, select and store appropriate information effectively, in a wide variety of contexts
- Model situations, interpret and present information with sensitivity to needs and with a flair for effective communication
- Evaluate the impact of health, social care and early years provision
- Demonstrate in depth, research, analytical and evaluative skills
- Work independently and manage time efficiently.

## Performance descriptor – Pass at Level 2

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Learners will be able to work with independence to create material which reflects effective planning, development and evaluation.

They will be able to apply knowledge, understanding and skills - identifying, selecting and using a range of health, social care and early years principles and values to produce effective solutions and understand how to offer quality of care. They will be able to use appropriate features from a range of skills and abilities used in the workplace and in higher education.

They will be able to produce work that is complete and coherent, demonstrating independence and understanding.

They will be able to

- Recall information regarding social issues within health, social care and early years settings
- Analyse health, social care and early years care problems
- Create solutions which demonstrate consideration of the requirements of people who use services
- Understand and use health, social care and early years terminology correctly
- Use techniques to search for, select and store appropriate information in a variety of contexts
- Model situations, interpret and present information with an understanding of needs and with effective communication
- Understand the impact of health, social care and early years provision
- Demonstrate research, analytical and evaluative skills
- Work independently and manage time.

## Performance descriptor – Pass at Level 1

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Learners will be able to show evidence of independent work to create material which has been planned, developed and evaluated.

They will be able to apply knowledge, understanding and skills in a limited range of contexts. They will have understanding of how to identify and use some health, social care and early years principles and values to produce solutions and understand how to offer quality of care. They will be able to use a limited range of features from a range of skills and abilities used in the workplace and in higher education.

They will be able to produce work which demonstrates some evidence of independence and understanding.

They will be able to

- Recall some information regarding social issues within health, social care and early years settings
- Demonstrate an understanding of health, social care and early years problems
- Create solutions which demonstrate some consideration of the requirements of people who use services
- Understand and use health, social care and early years terminology correctly
- Use techniques to search for, select and store information
- Model situations and present information with an understanding of needs
- Know about the impact of health, social care and early years provision
- Demonstrate limited research and evaluative skills
- State some advantages or disadvantages.

## 3.5 Quality of written communication

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*Quality of written communication* is assessed in all internally assessed units and is integrated in the marking criteria.

Learners are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- present information in a form that suits its purpose
- use a suitable structure and style of writing
- use specialist terminology, where applicable.

## 4 The centre-assessed units (R022, R023, R025 – R029 and R031)

This section provides guidance on the completion of the centre-assessed units.

### 4.1 The centre-assessed units

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Each of the centre-assessed units are designed to provide learners with the opportunity to build a portfolio of evidence to meet the learning outcomes for that unit.

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.

Units R022, R023, R025–R029 and R031 are centre-assessed and externally-moderated by OCR. Centres can choose whether they would like moderation via the OCR Repository, postal or visiting moderation.

Appendix B of this specification contains assessment guidance for the centre-assessed units, which should be referred to in conjunction with the unit content and marking criteria grids to inform delivery of the units. The assessment guidance aims to provide clarification regarding the scope of the learning required in specific areas of the units where this is felt to be beneficial.

### 4.2 Tasks for the centre-assessed units

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#### 4.2.1 Units R022, R023, R025–R029 and R031

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A bank of set assignments is provided by OCR for the centre-assessed units. Centres must select from the set assignments provided, to use when assessing their learners. The assignments will be available free of charge from the OCR website. Learners are able to work on the tasks anytime until the date the centre collects the work for internal assessment. OCR will review the set assignments annually which may result in an assignment being withdrawn and replaced. It is up to the centre to check the OCR website to see which set assignments are available to be used. We will give approximately 12 months' notice if a set assignment is to be withdrawn and replaced so that we do not disadvantage any learners who have already started working on an assignment that is to be replaced.

Centres can make modifications to the set assignments that OCR provides so that the assignment can be put within a local context that learners might relate to more easily, or to allow for differences in the materials, equipment and facilities at different centres. Guidance on what can be modified is given in each assignment in the section 'Information for Teachers' under *Scope of permitted set assignment modification*. If modifications are made to the set assignment, whether to just the scenario or to both the scenario and tasks, it is up to the centre to ensure that all learning outcomes can be met and that learners can access the full range of marks.

The duration of the assessment is included in the guided learning hours for the unit. Guidance will be given within the section 'Information for Teachers' in each set assignment as to approximately how long learners should expect to spend on each task.

The OCR set assignments are provided for summative assessment.



Teachers must ensure learners are clear about the tasks they are to undertake and the criteria which they are expected to meet.

## 4.2.2 Methods of assessment

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

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

### **Valid**

Validity can be compromised if a learner does not understand what is required of them. For example, one valid method of assessing a learner's knowledge and understanding is to question them. If the questions posed are difficult for the learner 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 learner's understanding of how the equal opportunities policy operates within the organisation. It would be more appropriate for the learner 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 learner.

### **Suitable to the needs of the learner**

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

## 4.3 Completing the tasks

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Teachers/assessors are expected to supervise and guide learners when undertaking work that is internally assessed. It should be remembered, however, that the final pieces of work must be produced solely by the individual learner.

When supervising tasks, teachers/assessors are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Centre-assessed work should be completed in the course of normal curriculum time, and supervised and marked by the teacher/assessor. Some of the work, by its very nature, may be undertaken outside the centre, for example, research work, testing etc. As with all centre-assessed work, the teacher/assessor must be satisfied that the work submitted for assessment is the learner's own.

Learners are free to revise and redraft work without teacher/assessor involvement before submitting the work for assessment. The advice provided prior to final submission should only enable the learner to take the initiative in making amendments, rather than detailing what amendments should be made. This means that teachers/assessors must not provide templates, model answers or detail specifically what amendments should be made.

Adding, amending or removing any work after it has been submitted for final assessment will constitute malpractice.

### 4.3.1 Presentation of the final piece of work

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Learners must observe the following procedures when producing their final piece of work for the centre-assessed tasks:

- work can be word processed or hand written
- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place
- any copied material must be suitably acknowledged
- quotations must be clearly marked and a reference provided wherever possible
- a completed cover sheet must be attached to work submitted for moderation. The cover sheet must include the following information as well as the marks given for each of the assessment criteria:
  - centre number
  - centre name
  - candidate number
  - candidate name
  - unit code and title
  - assignment title.

Work submitted in digital format (CD or online) for moderation or marking must be in a suitable file structure as detailed in Appendix C at the end of this specification. Work submitted on paper must be secured by treasury tags or other suitable method.

## 4.4 Marking and moderating centre-assessed units

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All centre-assessed units are internally marked by centre staff using OCR marking criteria and guidance and externally moderated by the OCR-appointed Moderator. The centre is responsible for appointing someone to act as the assessor. This could be the teacher who has delivered the programme or another person from the centre.

The marking criteria must be used to mark the learners' work. These specify the levels of skills, knowledge and understanding that the learner is required to demonstrate.

The following assessment methods are considered suitable for teachers/assessors to adopt for these qualifications alongside the assessment of the evidence submitted by the learner:

- **observation** of a learner doing something
- **questioning** of the learner or witness.

### Observation

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

### Questioning

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

Questioning is often used to:

- test a learner's understanding of work which has been completed outside of the classroom
- check if a learner understands the work they have undertaken
- collect information on the type and purpose of the processes a learner has gone through.

If questioning is to be used as evidence towards achievement of specific learning outcomes, it is important that teachers/assessors record enough information about what they asked and how the learner 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. Teachers/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. Further guidance on the use of witness statements can be found in Appendix A.

#### 4.4.1 Use of a 'best fit' approach to marking criteria

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The assessment tasks should be marked by teachers/assessors according to the OCR marking criteria using a 'best fit' approach. For each of the marking criteria, teachers/assessors select the band descriptor provided in the marking grid that most closely describes the quality of the work being marked.

Marking should be positive, rewarding achievement rather than penalising failure or omissions.

The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the learning outcomes.
- The descriptors should be read and applied as a whole.
- Make a best fit match between the answer and the band descriptors.
- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.
- Where there is more than one strand within the band descriptors for a learning outcome and a strand has not been addressed at all, it is still possible for the answer to be credited within that mark band depending upon the evidence provided for the remaining strands. The answer should be placed in the mark band most closely reflecting the standard achieved across all strands within the band descriptors for a learning outcome; however, in this scenario, the mark awarded for that band should reflect that a strand has not been addressed.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work convincingly meets the statements, the highest mark should be awarded
- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work adequately meets the statements, the most appropriate mark in the middle range should be awarded
- if an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statements for the higher band, the lowest mark for that band should be awarded.

Teachers/assessors should use the full range of marks available to them and award full marks in any band for work that fully meets that descriptor. This is work that is 'the best one could expect from learners working at that level'.

## 4.4.2 Annotation of learners' work

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Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.

The writing of comments on learners' work, and cover sheet, provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.

## 4.5 Authentication

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

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

Learners 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 learner being disqualified. Plagiarism sometimes occurs innocently when learners are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that learners understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Learners may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credibility they will gain from doing so, should be emphasised to learners as well as the potential risks of failing to acknowledge such material.

Both learners and teachers must declare that the work is the learner's own.

- **Each learner** must sign a declaration before submitting their work to their teacher. A candidate authentication statement that can be used is available to download from the OCR website. These statements should be retained within the centre until all enquiries about results, malpractice and appeals issues have been resolved. **A mark of zero must be recorded if a learner cannot confirm the authenticity of their work.**
- **Teachers** are required to declare that the work submitted for internal assessment is the learner's own work by completing a centre authentication form (CCS160) for each unit. Centre authentication forms should be retained within the centre until all post-results issues have been resolved.

### 4.5.1 Internal standardisation

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It is important that all teachers/assessors work to common standards. Centres must ensure that, within each unit, the internal standardisation of marks across teachers/assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

## 4.5.2 Submitting marks

All work for centre assessment is marked by the teacher/assessor and internally standardised by the centre. Marks are then submitted to OCR: see Section 4.6 for submission dates of the marks to OCR.

There should be clear evidence that work has been attempted and some work produced. If a learner submits no work for a centre-assessed unit, then the learner should be indicated as being absent from that unit. If a learner completes any work at all for a centre-assessed unit, then the work should be assessed according to the marking criteria, which may be zero.

## 4.6 Moderation

The purpose of external moderation is to ensure that the standard of marking is the same for each centre and to ensure that internal standardisation has taken place.

Centres can select from:

- **Moderated via OCR repository (see section 4.6.1)**
- **Moderated via postal moderation (see section 4.6.2)**
- **Moderated via visiting moderation (see section 4.6.3)**

The deadline dates for entries and submission of marks for each moderation method are detailed below. Centres must ensure when selecting a moderation method that the appropriate entry and marks submission deadlines can be adhered to.

Moderation method	January Series		June Series		November Series	
	Entries	Marks	Entries	Marks	Entries	Marks
Moderated via OCR Repository	21 <sup>st</sup> Oct	10 <sup>th</sup> Jan	21 <sup>st</sup> Feb	15 <sup>th</sup> May	4 <sup>th</sup> Oct	5 <sup>th</sup> Nov
Moderated via postal moderation	21 <sup>st</sup> Oct	10 <sup>th</sup> Jan	21 <sup>st</sup> Feb	15 <sup>th</sup> May	4 <sup>th</sup> Oct	5 <sup>th</sup> Nov
Moderated via visiting moderation	21 <sup>st</sup> Oct	10 <sup>th</sup> Dec	21 <sup>st</sup> Feb	31 <sup>st</sup> Mar	Not available	

When making your entries, the entry option specifies how the work is going to be moderated.

For each unit, you must choose the same moderation method for **all** learners (i.e. all learners for that unit in that series must be entered using the same entry option). However, you can choose different moderation methods for different units and in different series.

## Sample requests

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Once you have submitted your marks, your exams officer will receive an email telling you which work will be sampled as part of the moderation. Samples will include work from across the range of attainment of the learners' work.

Each learner's work must have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted via OCR Repository this cover sheet must also be submitted electronically within each learner's files.

OCR will require centres to release work for awarding and archive purposes and the co-operation of the centre is most appreciated in these instances, as it is imperative to have work available at awarding meetings. If this is required then centres will be notified as early as possible.

Centres will receive the final outcome of moderation when the provisional results are issued. The following reports will be issued via Interchange:

- Moderation adjustments report – This lists any scaling that has been applied to internally assessed units
- Moderator report to centres – This is a brief report by the moderator on the internal assessment of learners' work.

### 4.6.1 Moderated via OCR Repository

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The OCR Repository is a secure website for centres to upload candidate work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidate work for moderation.

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use the Repository to upload files (singly or in bulk) for access by their moderator.

The OCR Repository allows candidates to produce evidence and files that would normally be difficult for postal submissions, for example multimedia and other interactive unit submissions.

The OCR Repository is seen as a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

All moderated units can be submitted electronically to the OCR Repository via Interchange: please check section 7.2.2 for unit entry codes for the OCR Repository.

There are three ways to load files to the OCR Repository:

1. Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the Candidates tab of the Candidate Overview screen.
2. Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the Candidate Details screen.
3. Centres can load multiple administration files by clicking on 'Upload admin files' in the Administration tab of the Candidate Overview screen.

Instructions for how to upload files to OCR using the OCR Repository can be found on OCR [Interchange](#).

## 4.6.2 Moderated via postal moderation

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Your sample of work must be posted to the moderator within three days of receiving the request. You should use one of the labels provided by OCR to send the learner's work.

We would advise you to keep evidence of work submitted to the moderator, e.g. copies of written work or photographs of practical work. You should also obtain a certificate of posting for all work that is posted to the moderator.

Work may be submitted in digital format (on CD) for moderation but must be in a suitable file structure as detailed in Appendix C at the end of this specification.

## 4.6.3 Moderated via visiting moderation

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Your sample of work must be retained in the centre ready for the moderation visit.

The work that is presented to the visiting moderator as their initial sample must be available in rank order, by unit, to allow moderation to take place. All work not selected for initial sampling **must** be available to the visiting moderator during their visit should they need to extend their sample.

At the end of the visit, the moderator may need to take samples of work away or request for work to be posted to them for further consideration.

All learners' work must be retained securely within the centre until results are issued and it is certain that no enquiries about results or appeal procedure is required.



## 5 Support

### 5.1 Free resources

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The following materials are available on the OCR website:

- specification
- specimen assessment materials for unit R021
- a bank of set assignments for the centre-assessed units R022, R023, R025 – R029 and R031.

### 5.2 Free teaching and learning resources

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Our resources are designed to provide you with a range of teaching activities and suggestions that enable you to select the best activity, approach or context to support your teaching style and your particular students. Some resources also include sample candidate work and assessment, for exemplification of particular aspects of the specification. The resources are a body of knowledge that will grow throughout the lifetime of the specification. They include:

- Teaching activities
- Resources Links
- Delivery Guides
- Mapping Guides and Progress Trackers
- Examiners' Reports

### Endorsed publications

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We also work with a number of leading publishers who publish textbooks and resources for our specifications.



Oxford Cambridge and RSA

An OCR endorsed textbook



Oxford Cambridge and RSA

An OCR endorsed  
supplementary resource



Oxford Cambridge and RSA

An OCR endorsed  
teaching and learning tool

To see endorsed resources for individual subjects, visit the subject page on <https://www.ocr.org.uk/>

For more information on OCR's endorsement process visit <https://www.ocr.org.uk/qualifications/gcse-and-a-level-reform/teaching-and-learning-resources/endorsed-resources/>

## 5.3 Training

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We provide face-to-face courses and live online training events (webinars) where you can benefit from information, advice and guidance from subject experts and network with fellow professionals. We'll also produce presentations and films that provide detailed information and feedback about specifications, grading criteria and candidate performance in past sessions.

To find out more about professional development, please visit our website.

## 5.4 OCR Support services

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### 5.4.1 Active results

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Active Results is available to all centres offering Cambridge Nationals qualifications.

## activeresults

Active Results is a free results analysis service to help teachers review the performance of individual learners or whole schools.

Devised specifically for the UK market, data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- richer and more granular data will be made available to centres including question level data available from e-marking.
- you can identify the strengths and weaknesses of individual learners and your centre's cohort as a whole.
- our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the [OCR website](#).

### 5.4.2 OCR Interchange

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OCR Interchange has been developed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to register and enter learners online. In addition, you can gain immediate and free access to learner information at your convenience. Sign up at <https://interchange.ocr.org.uk>.

## 6 Access

### 6.1 Equality Act information relating to Cambridge Nationals in Health and Social Care

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Cambridge Nationals in Health and Social Care often require assessment of a broad range of competences and, as such, prepare learners for further study and higher level courses.

The Cambridge Nationals in Health and Social Care qualifications were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled learners. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject.

### 6.2 Accessibility

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There can be adjustments to standard assessment arrangements on the basis of the individual needs of learners. It's important that you identify as early as possible whether learners have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and choose a qualification or adjustment that allows them to demonstrate attainment.

If a candidate requires access arrangements in Cambridge Nationals assessments that require awarding body approval, then approval covering Cambridge Nationals must be gained in Access Arrangements Online. Approval from GCSE or GCE applications alone no longer extends to other qualification types. For guidance or support please contact the OCR Special Requirements Team.

The responsibility for providing adjustments to assessment is shared between your centre and us. Please read the JCQ booklet *Access Arrangements and Reasonable Adjustments* at [www.jcq.org.uk](http://www.jcq.org.uk).

If you have learners who need a post-examination adjustment to reflect temporary illness, indisposition or injury when they took the assessment, please read the JCQ documents *A guide to the special consideration process*.

If you think any aspect of these qualifications unfairly restricts access and progression, please email or call our Customer Support Centre.

The access arrangements permissible for use in this specification are as follows:

Access arrangement	Yes/No	Type of assessment
Readers	Yes	All assessments
Scribes	Yes	All assessments
Practical assistants	Yes	All assessments
Word processors	Yes	All assessments
BSL interpreters	Yes	All assessments
Oral language modifiers	Yes	All assessments
Modified question papers	Yes	Timetabled examinations
Extra time	Yes	All assessments

# 7 Administration

Full details of the administrative arrangements can be found in the administration area of the OCR website [www.ocr.org.uk/administration/](http://www.ocr.org.uk/administration/).

## 7.1 Availability of assessment

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There are three assessment series each year in January, June and November. Learners can be entered for different units in different exam series. Assessment availability can be summarised as follows:

	Unit R021	Units R022, R023, R025 – R029 and R031
<b>January</b>	✓	✓
<b>June</b>	✓	✓
<b>November</b>	–	✓*

Certification is available each January, June and November.

\* Visiting moderation is not available in the November series. Please see section 4.6 for details on the moderation methods available in each series.

## 7.2 Making entries

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Centres must be registered with OCR in order to make any entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Details on how to register with OCR can be found on the [OCR website](#).

**It is essential** that unit entry codes are quoted in all correspondence with OCR.

### 7.2.1 Making estimated entries

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Estimated entries are not required for Cambridge Nationals in Health and Social Care.

### 7.2.2 Making final unit entries

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When making an entry, centres must quote unit entry code and component codes. For the centre-assessed units, centres must decide whether they want to submit learners' work for moderation via the OCR Repository or via postal moderation. Learners' submitting work must be entered for the appropriate unit entry code from the table over the page.

Unit entry code	Component code	Assessment method	Unit title
R021	01	Written paper	<i>Essential values of care for use with individuals in care settings</i>
R022 A	01	Moderated via OCR Repository	<i>Communicating and working with individuals in health, social care and early years settings</i>
R022 B	02	Moderated via postal moderation	
R022 C	03	Moderated via visiting moderation	
R023 A	01	Moderated via OCR Repository	<i>Understanding body systems and disorders</i>
R023 B	02	Moderated via postal moderation	
R023 C	03	Moderated via visiting moderation	
R025 A	01	Moderated via OCR Repository	<i>Understanding life stages</i>
R025 B	02	Moderated via postal moderation	
R025 C	03	Moderated via visiting moderation	
R026 A	01	Moderated via OCR Repository	<i>Planning for employment in health, social care and children and young people's workforce</i>
R026 B	02	Moderated via postal moderation	
R026 C	03	Moderated via visiting moderation	
R027 A	01	Moderated via OCR Repository	<i>Creative activities to support individuals in health, social care and early years settings</i>
R027 B	02	Moderated via postal moderation	
R027 C	03	Moderated via visiting moderation	
R028 A	01	Moderated via OCR Repository	<i>Understanding the development and protection of young children in an early years setting</i>
R028 B	02	Moderated via postal moderation	
R028 C	03	Moderated via visiting moderation	
R029 A	01	Moderated via OCR Repository	<i>Understanding the nutrients needed for good health</i>
R029 B	02	Moderated via postal moderation	
R029 C	03	Moderated via visiting moderation	
R031 A	01	Moderated via OCR Repository	<i>Using basic first aid procedures</i>
R031 B	02	Moderated via postal moderation	
R031 C	03	Moderated via visiting moderation	

The short title for these Cambridge National qualifications is CAMNAT and will display as such on Interchange and some administrative documents provided by OCR.

**You do not need to register your candidates first;** individual unit entries should be made for the series in which you intend to submit an internally assessed unit or sit the externally assessed examination.

Only make a certification entry using the overall qualification code (see below) in the final series.

## 7.3 Certification rules

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Learners must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Learners may be entered for:

- OCR Level 1/Level 2 Cambridge National Award – certification code J801
- OCR Level 1/Level 2 Cambridge National Certificate – certification code J811

Learners may be entered for certification of the Award and Certificate qualifications concurrently.

Unit results used to calculate the result for one qualification can be re-used toward certification of another qualification of a different size. This means that, as learners' progress through the course, they may certificate for a qualification of one size and then later certificate for a qualification of a different size, re-using the units used towards the first certification.

There are no terminal requirements for these qualifications therefore learners can complete units in any order.

## 7.4 Unit and qualification resits

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Learners may resit each centre-assessed unit and the best unit result will be used to calculate the certification result.

Learners may resit the externally assessed Unit R021, **once**.

Centres must ensure that when arranging resit opportunities they are fair to all learners and do not give learners an unfair advantage over other learners.

Centres must ensure that when arranging resit opportunities they do not adversely affect other assessments being taken.

Arranging a resit opportunity is at the centre's discretion; resits should only be planned if it is clear that the learner has taken full advantage of the first assessment opportunity and formative assessment process. The summative assessment series must not be used as a diagnostic tool.

Learners may enter for the qualification an unlimited number of times. Learners must retake at least one unit, or take a different optional unit, for a new result to be issued.

## 7.5 Post-results services

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Under certain circumstances, a centre may wish to query the result issued to one or more learners. Reviews of results requests for all units must be made immediately following the series in which the relevant unit was taken (by the reviews of results deadline).

Please refer to the [JCQ Post-Results Services booklet](#) and the [OCR Administration](#) page for further guidance about action on the release of results.

For internally assessed units the review of results process cannot be carried out for one individual learner; the outcome of a review of moderation must apply to a centre's entire cohort.

## 7.6 Shelf life of units

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Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 8 Other information

### 8.1 Overlap with other qualifications

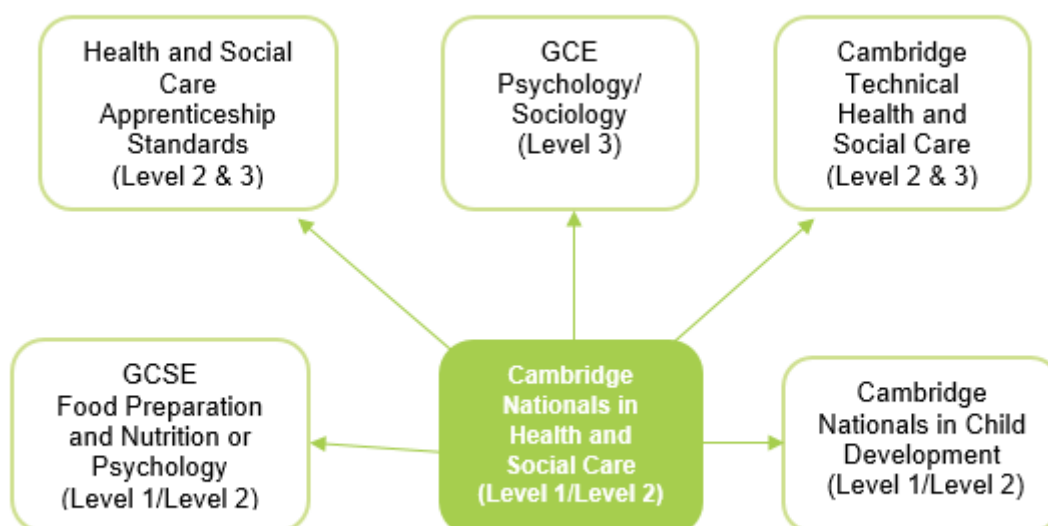
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This qualification introduces core themes and knowledge important to any individual studying Health and Social Care, therefore there is some overlap with the GCSE in Health and Social Care at Level 1/Level 2.

Learners who progress to higher levels of learning in Health and Social Care will build on these to develop and enhance their knowledge and understanding of the sector.

### 8.2 Progression from/to these qualifications

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OCR offers a flexible and responsive range of general and vocational Health and Social Care qualifications that allow suitable progression routes for all types of learners.

Centres are able to use these qualifications to create pathways that provide learners with the underpinning skills and knowledge that will enable them to choose the most appropriate progression routes for their particular needs (further study, Further Education (FE)).

Progression from OCR Level 1/Level 2 Cambridge National Award/Certificate in Health and Social Care to **GCSE** qualifications:

- Food Preparation and Nutrition
- Psychology.



For learners who want to progress to Level 3 qualifications they have the choice of various **GCE** qualifications which will further develop areas of their learning from Level 1/Level 2:

- Psychology
- Sociology.

Learners can progress from OCR Level 1/Level 2 Cambridge National Certificate in Health and Social Care to other **vocational** qualifications, such as Level 2/Level 3 Cambridge Technicals.

### 8.3 Avoidance of bias

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OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

### 8.4 Criteria requirements

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This specification complies in all respects with the General Conditions of Recognition.

### 8.5 Language

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This specification and associated assessment materials are in English only.

## 8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

Issue	Opportunities for developing an understanding of the issue during the course
Spiritual issues	<ul style="list-style-type: none"> <li>• how health and social care methods, principles and values support people who use services. Spiritual well-being can be enhanced through (e.g. the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives)</li> </ul>
Moral issues	<ul style="list-style-type: none"> <li>• offering the opportunities to reflect on the values of care and to consider some of the dilemmas faced when dealing with people from all walks of life</li> </ul>
Ethical issues	<ul style="list-style-type: none"> <li>• learning about the rights of people who use services and understanding the values of care, to promote protection and fair and equal treatment</li> </ul>
Social issues	<ul style="list-style-type: none"> <li>• how health and social care systems can affect the quality of life experienced and how individuals' requirements are met</li> </ul>
Legislative issues	<ul style="list-style-type: none"> <li>• the main aspects of legislation relating to health and social care: data protection, equality act, health and safety and other legislation that applies to the health and social care sectors</li> <li>• the legal implications and consequences for business organisations</li> </ul>
Economic issues	<ul style="list-style-type: none"> <li>• learning about making informed decisions about the choices of people who use services, and the different types of care settings and support services that are available for use, taking into consideration the implications for availability and cost</li> </ul>
Cultural issues	<ul style="list-style-type: none"> <li>• helping learners appreciate that health and social care contributes to the development of our culture and is becoming increasingly central to the daily lives of people who use services</li> <li>• how learners need to show cultural awareness of people who use services and their requirements</li> </ul>

## 8.7 Sustainable development, health and safety consideration and European developments with international agreements

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These qualifications provide potential to heighten learners' awareness of sustainable development, health and safety considerations and European developments consistent with international agreements.

The specification incorporates learning about relevant health and safety, European and environmental legislation and how it impacts on the delivery of safe services in the health and social care fields, (e.g. safety through survey/audit of safety hazards in care setting environments).

### Environmental issues

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Learners could have the opportunity to learn about how the changes in working practices and methods in health and social care impact upon the environment in the following topics:

- fewer carbon emissions, due to less travel
- the reduction of the carbon footprint (e.g. increased sustainability through the production of diet plans for specific dietary requirements incorporating locally produced produce in season)
- waste management (e.g. following policies and procedures for disposal and recycling of care waste).

Learners could also explore the effect on natural resources and the effect on the environment when selecting materials for the development of creative activities to support individuals in a care setting (e.g. the use of flowers, crayons, clay and modelling materials etc).

The understanding of environmental issues will only form part of the assessment requirements where they are relevant to the specific content of the specification and have been identified within the taught content. Learners may choose to produce work that has an environmental theme or to enhance their learning by carrying out further personal study.

# Appendix A: Guidance on witness statements

It is anticipated that the majority of evidence will be produced directly by the learner. Indirect evidence, such as witness statements, should only be used where it would be impractical for the learner to produce the evidence themselves.

Witness statements will, ideally, support the direct evidence produced by the learner.

- Care should be taken that a witness statement is impartial and free from bias. The use of relatives and close friends as witnesses should be avoided, if possible.
- In all cases the witness will be required to declare their relationship to the learner.
- A witness statement should record what the learner has done and in doing so should not seek to repeat or paraphrase the marking criteria.
- The evidence presented by the witness should record the learner's individual contribution and should focus on the contribution made by the individual learner, as distinct from that of the group or team as a whole.
- Witnesses should describe what the learner did and not assess the learner. It is the responsibility of the teacher/assessor to judge the learner's skill, knowledge and understanding against the marking criteria. In doing so the teacher/assessor will use the witness statement to determine the value of the evidence against the marking criteria and award marks accordingly.
- The teacher/assessor is responsible for briefing anyone who is to provide a witness statement. It is expected that the teacher/assessor will ensure that the witness is appropriately prepared and that any issues related to child protection have been fully considered.
- The role of the witnesses should be that of impartial observers and they should not become involved in carrying out the activity on behalf of the learner.
- In circumstances where a witness does assist the learner in accomplishing a task or activity, their input must be recorded within the statement so that the teacher/assessor can reflect this appropriately in the award of marks.

Where the above guidance has not been followed, the reliability of the witness statement may be called into question. In circumstances where doubt exists about the validity of a witness statement, it cannot be used as assessment evidence and no marks may be awarded on the basis of it. If the unreliability of a witness statement becomes apparent during the visiting moderation process, moderators will be instructed to adjust centre marks in accordance with this directive.

An exemplar template for recording a witness statement is available from the OCR website and centres are encouraged to use this to assist in recording witness evidence. However, witness evidence may take different forms including digitally recorded spoken commentary or video. In these cases, additional accompanying documentation may be required to corroborate that the guidelines on witness statements detailed above have been followed.

# Appendix B: Marking criteria for centre assessment

These qualifications are combined Level 1/Level 2, therefore, the marking criteria for the centre-assessed units span both levels.

## Unit R022: *Communicating and working with individuals in health, social care and early years settings*

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### Marking criteria guidance

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0 marks must be given where there is no evidence or no evidence worthy of credit.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the learning outcomes.
- The descriptors should be read and applied as a whole.
- Make a best fit match between the answer and the band descriptors.
- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded
- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded

- if an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory unit R021.

For a description of the key words in the marking criteria, please see the *Marking criteria glossary of terms* in Appendix D.

## Marking criteria grid

LO1: Understand how to communicate effectively		
MB1: 1 – 4 marks	MB2: 5 – 8 marks	MB3: 9 – 11 marks
<p>Demonstrates a <b>basic</b> understanding of effective communication.</p> <p>Produces a <b>basic</b> explanation of some of the different types of communication methods related to a health, social care and early years setting. This may be a list of points with only <b>partly</b> relevant examples given.</p>	<p>Demonstrates a <b>sound</b> understanding of effective communication.</p> <p>Produces a <b>sound</b> explanation of most of the different types of communication methods related to a health, social care and early years setting. Examples given are <b>clear and mostly</b> relevant to a health, social care and early years setting.</p>	<p>Demonstrates a <b>thorough</b> understanding of effective communication.</p> <p>Produces a <b>thorough</b> explanation of all the different types of communication methods related to a health, social care and early years setting. Examples given are <b>detailed</b> and <b>wholly</b> relevant to a health, social care and early years setting and link theory to practice.</p>
MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 9 marks
<p>Produces a <b>basic</b> description of some of the factors that positively influence communication.</p> <p>Produces a <b>basic</b> description of barriers to communication and offers <b>limited</b> ways to overcome them, giving <b>basic</b> examples, <b>few</b> of which will be relevant to a health, social care and early years setting. There will be <b>some</b> errors in spelling, punctuation and grammar.</p>	<p>Produces a <b>sound</b> description of most of the factors that positively influence communication.</p> <p>Produces a <b>sound</b> description of barriers to communication and offers <b>detailed</b> ways to overcome them. Examples given are <b>sound</b> and <b>most</b> are relevant to a health, social care and early years setting. There will be <b>minor</b> errors in spelling, punctuation and grammar.</p>	<p>Produces a <b>thorough</b> description of all the factors that positively influence communication.</p> <p>Produces a <b>thorough</b> description of barriers to communication and offers <b>detailed</b> and <b>effective</b> ways to overcome them. Examples given are <b>detailed</b> and <b>wholly</b> relevant to a health, social care and early years setting and link theory to practice. There will be <b>few</b>, if any, errors in spelling, punctuation and grammar.</p>

**LO2: Understand the personal qualities that contribute to effective care**

<b>MB1: 1 – 6 marks</b>	<b>MB2: 7 – 11 marks</b>	<b>MB3: 12 – 16 marks</b>
<p>Produces a <b>basic</b> description of the different personal qualities that contribute to care.</p> <p><b>Basic</b> connections are made between personal qualities and effective care and there are <b>limited</b> links to how these are used when caring for an individual in a health, social care and early years setting.</p> <p><b>Basic</b> examples are used which <b>partly</b> illustrate relevant application with <b>some</b> justification of personal qualities to be used and why.</p>	<p>Produces a <b>sound</b> description of the different personal qualities that contribute to care.</p> <p><b>Clear</b> connections are made between personal qualities and effective care and there are <b>some</b> links to how these are used when caring for an individual in a health, social care and early years setting.</p> <p><b>Sound</b> examples are used which <b>mostly</b> illustrate relevant application, with <b>clear</b> justification of personal qualities to be used and why.</p>	<p>Produces a <b>thorough</b> description of the different personal qualities that contribute to care.</p> <p><b>Detailed</b> and in-depth connections are made between personal qualities and effective care and there are <b>many</b> links to how these are used when caring for an individual in a health, social care and early years setting.</p> <p>Excellent examples are used which <b>wholly</b> illustrate relevant application, with <b>clear</b> and <b>detailed</b> justification of personal qualities to be used and why.</p>

**LO3: Be able to communicate effectively within a health, social care and early years setting**

<b>MB1: 1 – 3 marks</b>	<b>MB2: 4 – 5 marks</b>	<b>MB3: 6 – 7 marks</b>
Creates a <b>basic</b> plan for the practical tasks of communicating with people who use the service, both in a one-to-one and in a group situation.	Creates a <b>sound</b> plan for the practical tasks of communicating with people who use the service, both in a one-to-one and in a group situation.	Creates a <b>thorough</b> plan for the practical tasks of communicating with people who use the service, both in a one-to-one and in a group situation.
<b>MB1: 1 – 6 marks</b>	<b>MB2: 7 – 13 marks</b>	<b>MB3: 14 – 17 marks</b>
<p>May need guidance and support when demonstrating <b>basic</b> communication skills, but relates positively to the service users and maintains, at a <b>basic</b> level, a conversation with them. Shows <b>some</b> application of theory into practice.</p> <p>Methods of communication used are <b>sometimes</b> appropriate to the individual circumstances, but people who use the service may not always feel comfortable.</p> <p><b>Basic</b> consideration shown of the use of body language and how it can contribute to effective communication. <b>Basic</b> examples are given of the types of behaviour that fail to value people.</p> <p><b>Basic</b> consideration is shown of the importance of adapting language in order to meet the needs of people who use the service.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p>	<p>Demonstrates confident and <b>competent</b> communication skills requiring little support, relating positively to the people who use the service, <b>effectively</b> maintaining a conversation with them. Shows the ability to apply theory to practice.</p> <p>Methods of communication used are <b>mostly</b> appropriate to the individual circumstances, and people who use the service mainly feel comfortable.</p> <p><b>Clear</b> consideration shown of the use of body language and how it can contribute to effective communication. <b>Sound</b> examples are given of the types of behaviour that fail to value people.</p> <p><b>Clear</b> consideration is shown of the importance of adapting language in order to meet the needs of people who use the service.</p> <p>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.</p>	<p>Demonstrates confident, clear and <b>coherent</b> communication skills <b>independently</b>, relating positively to the people who use the service, <b>consistently</b> maintaining a conversation with them. Clearly applies theory to practice.</p> <p>Methods of communication used are <b>wholly</b> appropriate to the individual circumstances, and people who use the service always feel comfortable.</p> <p><b>Thorough</b> consideration shown of the use of body language and how it can contribute to effective communication. <b>Detailed</b> examples are given of the types of behaviour that fail to value people.</p> <p><b>Clear</b> and <b>comprehensive</b> consideration shown of the importance of adapting language in order to meet the needs of people who use the service.</p> <p><b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.</p>



## Guidance on synoptic assessment

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Synoptic assessment is based upon demonstrating a broad and holistic understanding of the subject content. This is achieved by synthesizing the knowledge, skills and understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit.

At the end of each unit specification we have provided information on where connections between areas of learning are in order to help with the planning of teaching and learning, and to support assessment decisions for the internally assessed units.

Further, more detailed information regarding synoptic assessment can also be found under section 3.2 *Synoptic assessment*.

## Assessment guidance

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**LO1** – Learners demonstrate an understanding of how to communicate effectively.

**LO2** – Learners are able to describe the personal qualities that contribute to effective care.

**LO3** – Learners must be able to communicate effectively in a one-to-one and a group interaction within a health, social care and early years setting.

What do learners need to produce? (evidence)	Examples of format of evidence (this list is not exhaustive)
<ul style="list-style-type: none"><li>• Effective communication</li><li>• Personal qualities for effective care</li><li>• Communication within health, social care or early years settings</li></ul>	<ul style="list-style-type: none"><li>• Electronic files/evidence</li><li>• Written explanations</li><li>• Booklet</li><li>• Training material</li><li>• Video</li><li>• PowerPoint</li><li>• Poster</li><li>• Log book</li><li>• Witness statement</li><li>• Report</li><li>• Podcast</li><li>• Audio recording, media</li></ul>

## Unit R023: *Understanding body systems and disorders*

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### Marking criteria guidance

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0 marks must be given where there is no evidence or no evidence worthy of credit.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the learning outcomes.
- The descriptors should be read and applied as a whole.
- Make a best fit match between the answer and the band descriptors.
- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded
- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- if an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory units R021 and R022.

For a description of the key words in the marking criteria, please see the *Marking criteria glossary of terms* in Appendix D.

## Marking criteria grid

LO1: Know how body systems work		
MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 8 marks
Demonstrates <b>basic</b> knowledge of how the cardiovascular system works. Provides <b>basic</b> information to illustrate the structure of the cardiovascular system making <b>few</b> links between structure and function. Provides a <b>basic</b> description of the system functionality making <b>limited</b> use of terminology but demonstrating a <b>basic</b> understanding.	Demonstrates <b>sound</b> knowledge of how the cardiovascular system works. Provides <b>clear</b> information to illustrate the structure of the cardiovascular system making <b>some</b> links between structure and function. Provides a <b>clear</b> description of the system functionality, making <b>some</b> effective use of terminology and demonstrating a <b>sound</b> understanding.	Demonstrates <b>detailed</b> knowledge of how the cardiovascular system works. Provides <b>detailed and coherent</b> information to illustrate the structure of the cardiovascular system making <b>many</b> links between structure and function. Provides a <b>comprehensive</b> description of the system functionality, <b>effectively</b> using terminology which demonstrates a <b>clear and thorough</b> understanding.
MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 8 marks
Demonstrates <b>basic</b> knowledge of how the respiratory system works. Provides <b>basic</b> information to illustrate the structure of the respiratory system making <b>few</b> links between structure and function. Provides a <b>basic</b> description of the system functionality making <b>limited</b> use of terminology but demonstrating a <b>basic</b> understanding.	Demonstrates <b>sound</b> knowledge of how the respiratory system works. Provides <b>clear</b> information to illustrate the structure of the respiratory system making <b>some</b> links between structure and function. Provides a <b>clear</b> description of the system functionality, making <b>some</b> effective use of terminology and demonstrating a <b>sound</b> understanding.	Demonstrates <b>detailed</b> knowledge of how the respiratory system works. Provides <b>clear and coherent</b> information to illustrate the structure of the respiratory system making <b>many</b> links between structure and function. Provides a <b>comprehensive</b> description of the system functionality, <b>effectively</b> using terminology which demonstrates a <b>clear and thorough</b> understanding.
MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 8 marks
Demonstrates <b>basic</b> knowledge of how the digestive system works. Provides <b>basic</b> information to illustrate the structure of the digestive system making <b>few</b> links between structure and function. Provides a <b>basic</b> description of the system functionality making <b>limited</b> use of terminology but demonstrating a <b>basic</b> understanding.	Demonstrates <b>sound</b> knowledge of how the digestive system works. Provides <b>clear</b> information to illustrate the structure of the digestive system making <b>some</b> links between structure and function. Provides a <b>clear</b> description of the system functionality, making <b>some</b> effective use of terminology and demonstrating a <b>sound</b> understanding.	Demonstrates <b>detailed</b> knowledge of how the digestive system works. Provides <b>detailed and coherent</b> information to illustrate the structure of the digestive system making <b>many</b> links between structure and function. Provides a <b>comprehensive</b> description of the system functionality, <b>effectively</b> using terminology which demonstrates a <b>clear and thorough</b> understanding.

LO2: Understand disorders that affect body systems		
MB1: 1 – 3 marks	MB2: 4 – 5 marks	MB3: 6 – 7 marks
<p>Provides a <b>basic</b> list of the symptoms for a disorder associated with the cardiovascular system giving <b>basic</b> reasons for <b>some</b> of the symptoms.</p> <p>Provides a <b>basic</b> list of the methods of diagnosis.</p> <p>There may be <b>few</b>, if any, links made between disorders and the structure and/or functionality of the system.</p>	<p>Provides a <b>sound</b> description of the symptoms for a disorder associated with the cardiovascular system giving reasons for <b>many</b> of the symptoms.</p> <p>Provides a <b>sound</b> list of the methods of diagnosis.</p> <p>There may be <b>some</b> links made between disorders and the structure and/or functionality of the system.</p>	<p>Provides a <b>detailed</b> description of the symptoms of a disorder associated with the cardiovascular system, giving detailed reasons for <b>most</b> of the symptoms.</p> <p>Provides a <b>comprehensive</b> list of the methods of diagnosis.</p> <p>There are likely to be links made between disorders and the structure and/or functionality of the system.</p>
MB1: 1 – 3 marks	MB2: 4 – 5 marks	MB3: 6 – 7 marks
<p>Provides a <b>basic</b> list of the symptoms for a disorder associated with the respiratory system giving <b>basic</b> reasons for <b>some</b> of the symptoms.</p> <p>Provides a <b>basic</b> list of methods of diagnosis.</p> <p>There may be <b>few</b>, if any, links made between disorders and the structure and/or functionality of the system.</p>	<p>Provides a <b>sound</b> description of the symptoms for a disorder associated with the respiratory system giving reasons for <b>many</b> of the symptoms.</p> <p>Provides a <b>sound</b> list of the methods of diagnosis.</p> <p>There may be <b>some</b> links made between disorders and the structure and/or functionality of the system.</p>	<p>Provides a <b>detailed</b> description of the symptoms of a disorder associated with the respiratory system, giving <b>detailed</b> reasons for <b>most</b> of the symptoms.</p> <p>Provides a <b>comprehensive</b> list of the methods of diagnosis.</p> <p>There are likely to be links made between disorders and the structure and/or functionality of the system.</p>
MB1: 1 – 3 marks	MB2: 4 – 5 marks	MB3: 6 – 7 marks
<p>Provides a <b>basic</b> list of the symptoms for a disorder associated with the digestive system giving <b>basic</b> reasons for <b>some</b> of the symptoms.</p> <p>Provides a <b>basic</b> list of the methods of diagnosis.</p> <p>There may be <b>few</b>, if any, links made between disorders and the structure and/or functionality of the system.</p>	<p>Provides a <b>sound</b> description of the symptoms for a disorder associated with the digestive system giving reasons for <b>many</b> of the symptoms.</p> <p>Provides a <b>sound</b> list of the methods of diagnosis.</p> <p>There may be <b>some</b> links made between disorders and the structure and/or functionality of the system.</p>	<p>Provides a <b>detailed</b> description of the symptoms of a disorder associated with the digestive system, giving <b>detailed</b> reasons for <b>most</b> of the symptoms.</p> <p>Provides a <b>comprehensive</b> list of the methods of diagnosis.</p> <p>There are likely to be links made between disorders and the structure and/or functionality of the system.</p>

LO3: Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems		
MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
<p>Demonstrates <b>limited</b> confidence in measuring body rates.</p> <p>A <b>limited</b> interpretation of data obtained from measuring body rates and comparing against the norms making <b>limited</b> reference to the functioning of healthy body systems.</p> <p>There will be <b>some</b> errors in spelling, punctuation and grammar.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p>	<p>Demonstrates <b>some</b> confidence measuring body rates.</p> <p>A <b>reasonable</b> interpretation of data obtained from measuring body rates and comparing against the norms making <b>some</b> reference to the functioning of healthy body systems.</p> <p>There will be <b>minor</b> errors in spelling, punctuation and grammar.</p> <p>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.</p>	<p>Demonstrates <b>confidence and competency</b> measuring body rates.</p> <p>A <b>thorough</b> interpretation of data obtained from measuring body rates and comparing against the norms making <b>detailed</b> reference to the functioning of healthy body systems.</p> <p>There will be <b>few</b>, if any, errors in spelling, punctuation and grammar.</p> <p><b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.</p>

## Guidance on synoptic assessment

Synoptic assessment is based upon demonstrating a broad and holistic understanding of the subject content. This is achieved by synthesizing the knowledge, skills and understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit.

At the end of each unit specification we have provided information on where connections between areas of learning are in order to help with the planning of teaching and learning, and to support assessment decisions for the internally assessed units.

Further, more detailed information regarding synoptic assessment can also be found under section 3.2 *Synoptic assessment*.

## Assessment guidance

**LO1** – Learners should provide information on the body systems, structures and functions.

**LO2** – Learners should provide information on disorders; learners only need to cover one disorder per body system. Learners can either select from the list given or choose their own disorder as long as it is associated with the system.

**LO3** – Peak flow meter would need to be used to measure peak flow. A standard UK BMI chart could be used to input heights and weights to calculate the BMI.

Learners will link symptoms and treatments together with structure. For example, asthma inhalers work to relieve the tight chest feeling that the individual gets from the swelling of the airways and the production of mucus (e.g. Asthma relievers (typically blue) work to relax the muscles in the airways which allows the individual to breathe normally. Preventers work to alleviate the triggers which cause the swelling in the airways in the first instance).

What do learners need to produce? (evidence)	Examples of format of evidence (this list is not exhaustive)
<ul style="list-style-type: none"> <li>• Body systems</li> <li>• Disorders that affect body systems</li> <li>• Measuring body rates</li> </ul>	<ul style="list-style-type: none"> <li>• Electronic files/evidence</li> <li>• Annotated screen prints</li> <li>• PDF printouts</li> <li>• Witness statements</li> <li>• Introductory leaflet</li> <li>• Design layout for overall guide</li> <li>• Labelled structure</li> <li>• Presentation on functions</li> <li>• Sketches</li> <li>• Images to demonstrate functions</li> <li>• Leaflet on disorder</li> <li>• Podcast on function</li> <li>• Pictures</li> <li>• Notes</li> <li>• Graphical analysis</li> <li>• Report</li> <li>• Written/typed or recorded analysis</li> </ul>

## Unit R025: *Understanding life stages*

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### Marking criteria guidance

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0 marks must be given where there is no evidence or no evidence worthy of credit.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the learning outcomes.
- The descriptors should be read and applied as a whole.
- Make a best fit match between the answer and the band descriptors.
- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded
- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- if an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory units R021 and R022.

For a description of the key words in the marking criteria, please see the *Marking criteria glossary of terms* in Appendix D.

## Marking criteria grid

LO1: Understand the stages of development from young people to adulthood		
MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
<p>Provides a <b>basic</b> description of the physical, intellectual, language, emotional and social (P.I.L.E.S.) changes associated with young people's development and their transition into adulthood. A <b>few</b> examples are given to illustrate the key points of which <b>few</b> will follow the correct sequence, demonstrating a <b>basic</b> understanding of the normal developmental stages of P.I.L.E.S.</p> <p>Provides a <b>basic</b> explanation of some of the factors that affect the key developmental changes. There will be <b>limited</b> examples given to justify their thoughts on the effects of life events, <b>some</b> of which will be appropriate.</p>	<p>Provides a <b>sound</b> explanation of the physical, intellectual, language, emotional and social (P.I.L.E.S.) changes associated with young people's development into adulthood. <b>Some</b> examples are given to illustrate the key points of which <b>most</b> will follow the correct sequence, demonstrating a <b>sound</b> understanding of the normal developmental stages of P.I.L.E.S.</p> <p>Provides a <b>clear</b> explanation of many of the factors that affect the key developmental changes. There will be <b>some</b> appropriate examples given to justify their thoughts on the effects of life events.</p>	<p>Provides a <b>thorough</b> explanation of the physical, intellectual, language, emotional and social (P.I.L.E.S.) changes associated with young people's development into adulthood. <b>Many</b> examples are given to illustrate the key points of which <b>most</b> will follow the correct sequence, demonstrating a <b>detailed</b> understanding of the normal developmental stages of P.I.L.E.S.</p> <p>Provides a <b>thorough</b> explanation of the factors that affect the key developmental changes with all the key life events coherently discussed. There will be a <b>wide</b> variety of appropriate examples given to justify their thoughts on the effects of life events.</p>
LO2: Understand the ageing process in older adulthood		
MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
<p>Provides a <b>basic</b> description of the ageing process using a <b>limited</b> range of examples to illustrate the effects on some areas of development.</p> <p>A <b>basic</b> explanation is given on how a person's role in life changes with learners <b>partly</b> explaining their thoughts.</p> <p>There will be <b>some</b> errors in spelling, punctuation and grammar.</p>	<p>Provides a <b>clear</b> description of the ageing process, using a <b>range</b> of examples to illustrate the effects on most areas of development.</p> <p>A <b>sound</b> explanation is given on how a person's role in life changes with learners <b>mostly</b> explaining their thoughts.</p> <p>There will be <b>minor</b> errors in spelling, punctuation and grammar.</p>	<p>Provides a <b>thorough</b> description of the ageing process, using a <b>wide range</b> of relevant examples to discuss the effects on all areas of development.</p> <p>A <b>thorough</b> explanation is given on how a person's role in life changes, with learners <b>wholly justifying</b> their thoughts.</p> <p>There will be <b>few</b>, if any, errors in spelling, punctuation and grammar.</p>



LO3: Know which medical conditions may affect progress through the life stages		
MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
Provides a <b>basic</b> overview of a <b>limited</b> range of conditions which affect the transition through the life stages.  Provides a <b>basic</b> description of the chosen conditions with a <b>basic</b> discussion of how they might affect the health and social well-being of the individual and their family.	Provides a <b>clear</b> overview of a <b>range</b> of conditions which affect the transition through the life stages.  Provides a <b>detailed</b> description of the chosen conditions with a <b>detailed</b> discussion of how they might affect the health and social well-being of the individual and their family.	Provides a <b>detailed</b> and <b>coherent</b> overview of the effect of a <b>wide</b> range of conditions which affect the transition through the life stages.  Provides a <b>thorough</b> description of the chosen conditions with a <b>thorough</b> discussion of how they might affect the health and social well-being of the individual and their family.
LO4: Be able to create support plans		
MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
Produces a <b>basic</b> support plan for a person with specific medical requirements.  The plan is communicated to the care user in a manner that displays <b>limited</b> understanding of the audience needs.  The support plan will show <b>limited</b> relevance to the specific medical conditions of the user.  Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.	Produces a support plan for a person with specific medical requirements.  The plan is communicated to the care user in a manner that reflects the audience needs.  The support plan will address the specific medical conditions of the user and show <b>some</b> understanding of their life stage.  Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.	Produces a <b>detailed</b> support plan for a person with specific medical requirements.  The plan is communicated to the care user <b>clearly</b> and <b>appropriately</b> and reflects the audience needs.  The support plan will <b>effectively</b> and <b>clearly</b> address the specific medical conditions of the user and reflect their life stage.  <b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.

## Guidance on synoptic assessment

Synoptic assessment is based upon demonstrating a broad and holistic understanding of the subject content. This is achieved by synthesizing the knowledge, skills and understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit.

At the end of each unit specification we have provided information on where connections between areas of learning are in order to help with the planning of teaching and learning, and to support assessment decisions for the internally assessed units.

Further, more detailed information regarding synoptic assessment can also be found under section 3.2 *Synoptic assessment*.

## Assessment guidance

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- LO1** – Learners should provide an overview of the stages of development from young people to adulthood, incorporating physical, intellectual, emotional and social changes.
- LO2** – Learners should provide an overview of the stages of development from adulthood to older adulthood, incorporating physical, intellectual, emotional and social changes.
- LO3** – Learners should provide information of specific medical conditions which may affect the progression throughout the life stages and the effects on an individual's health and social well-being.
- LO4** – Learners should be able to create support plans for individuals with specific medical conditions.

What do learners need to produce? (evidence)	Examples of format of evidence (this list is not exhaustive)
<ul style="list-style-type: none"><li>• Stages of development from young people to adulthood</li><li>• Stages of development from adulthood to older adulthood</li><li>• Specific medical conditions and their effects</li><li>• Support plans for specific individual needs</li></ul>	<ul style="list-style-type: none"><li>• Electronic file/evidence</li><li>• Written/typed report</li><li>• Annotated diagrams</li><li>• Information booklets</li><li>• PowerPoint presentation</li><li>• Plan and write the questions</li><li>• Case study</li><li>• Feedback judging form</li><li>• Written/verbal or recorded analysis</li><li>• Witness statement</li></ul>

## Unit R026: Planning for employment in health, social care and children and young people's workforce

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### Marking criteria guidance

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0 marks must be given where there is no evidence or no evidence worthy of credit.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the learning outcomes.
- The descriptors should be read and applied as a whole.
- Make a best fit match between the answer and the band descriptors.
- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded
- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- if an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory units R021 and R022.

For a description of the key words in the marking criteria, please see the *Marking criteria glossary of terms* in Appendix D.

## Marking criteria grid

LO1: Know about careers in health, social care or the children and young people's workforce		
MB1: 1 – 4 marks	MB2: 5 – 8 marks	MB3: 9 – 11 marks
Demonstrates <b>limited</b> knowledge of careers within health, social care or the children and young people's workforce. Learner can outline employment opportunities available in a <b>limited</b> range of different service providers, and has a <b>basic</b> description of sources of information about career opportunities.	Demonstrates <b>sound</b> knowledge of careers within health, social care or the children and young people's workforce. Learner can outline employment opportunities available in a range of different service providers, with a <b>detailed</b> description of sources of information about career opportunities.	Demonstrates <b>thorough</b> knowledge of careers within health, social care or the children and young people's workforce. Learner can outline employment opportunities available in a <b>wide</b> range of different services providers, with a <b>thorough</b> description of sources of information about career opportunities.
MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 9 marks
A <b>basic</b> description of entry points and qualifications needed for health, social care or the children and young people's workforce roles.	A <b>detailed</b> description of entry points and qualifications needed for health, social care or the children and young people's workforce roles.	A <b>thorough</b> description of entry points and qualifications needed for health, social care or the children and young people's workforce roles.
LO2: Understand the nature of working in health, social care or the children and young people's workforce		
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
Demonstrates a <b>basic</b> understanding of the personal attributes and skills necessary for careers in health, social care or early years.	Demonstrates a <b>sound</b> understanding of the personal attributes and skills necessary for careers in health, social care or early years.	Demonstrates a <b>thorough</b> understanding of the personal attributes and skills necessary for careers in health, social care or early years.
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
Demonstrates a <b>basic</b> understanding of the rewards and challenges in health, social care or the children and young people's workforce with a <b>limited</b> understanding of the health and safety issues.	Demonstrates a <b>sound</b> understanding of the rewards and challenges in health, social care or the children and young people's workforce with a <b>detailed</b> understanding of the health and safety issues.	Demonstrates a <b>thorough</b> understanding of the rewards and challenges in health, social care or the children and young people's workforce, with a <b>thorough</b> understanding of the health and safety issues.
There will be <b>some</b> errors in spelling, punctuation and grammar.	There will be <b>minor</b> errors in spelling, punctuation and grammar.	There will be <b>few</b> , if any, errors in spelling, punctuation and grammar.

LO3: Be able to plan for careers in health, social care or the children and young people's workforce		
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
Carries out <b>limited</b> research to identify <b>few</b> career opportunities in health, social care or the children and young people's workforce. Prepares <b>basic</b> career plans providing learner with <b>limited</b> scope to inform their development.	Carries out research to identify <b>some</b> career opportunities in health, social care or the children and young people's workforce. Prepares <b>detailed</b> career plans enabling learner to <b>adequately</b> inform their development.	Carries out a <b>comprehensive</b> research to identify <b>many</b> career opportunities in health, social care or the children and young people's workforce. Prepares <b>thorough</b> career plans enabling learner to <b>appropriately</b> and <b>clearly</b> inform their development.
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
Produces a <b>basic</b> plan of development goals to improve behaviours, skills and attributes. The detail within the plan has <b>limited</b> relevance to the job role/ sector.  Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.	Produces a <b>reasonable</b> plan of development goals to improve behaviours, skills and attributes. The detail within the plan has <b>some</b> relevance to the job role/ sector.  Draws upon <b>some relevant</b> skills/knowledge/ understanding from other units in the specification.	Produces a <b>thorough</b> plan of development goals to improve behaviours, skills and attributes. The detail within the plan is relevant and realistic.  <b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/ understanding from other units in the specification.

## Guidance on synoptic assessment

Synoptic assessment is based upon demonstrating a broad and holistic understanding of the subject content. This is achieved by synthesizing the knowledge, skills and understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit.

At the end of each unit specification we have provided information on where connections between areas of learning are in order to help with the planning of teaching and learning, and to support assessment decisions for the internally assessed units.

Further, more detailed information regarding synoptic assessment can also be found under section 3.2 *Synoptic assessment*.

## Assessment guidance

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**LO1** – Learners carry out research and develop knowledge of careers in health, social care or the children and young people’s workforce.

**LO2** – Learners understand the nature of working in health, social care or the children and young people’s workforce.

**LO3** – Learners must be able to plan for careers in health, social care or the young people’s workforce.

What do learners need to produce? (evidence)	Examples of format of evidence (this list is not exhaustive)
<ul style="list-style-type: none"><li>• Career pathways</li><li>• Nature of working in health and social care</li><li>• Plan for careers</li></ul>	<ul style="list-style-type: none"><li>• Electronic file/evidence</li><li>• Source table</li><li>• Written/typed bibliography/recorded analysis</li><li>• Witness statement</li><li>• Reports</li><li>• Letters</li><li>• Information guides</li><li>• Leaflets</li><li>• Written notes</li><li>• Video/recording</li><li>• Career plans</li></ul>

## Unit R027: Creative activities to support individuals in health, social care and early years settings

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### Marking criteria guidance

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0 marks must be given where there is no evidence or no evidence worthy of credit.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the learning outcomes.
- The descriptors should be read and applied as a whole.
- Make a best fit match between the answer and the band descriptors.
- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded
- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- if an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory units R021 and R022.

For a description of the key words in the marking criteria, please see the *Marking criteria glossary of terms* in Appendix D.

## Marking criteria grid

LO1: Understand the different types of creative activities available in health, social care and early years settings		
MB1: 1 – 4 marks	MB2: 5 – 8 marks	MB3: 9 – 12 marks
<p>Provides a <b>basic</b> description of the different types of creative activities with <b>limited</b> explanation about how these meet the needs of different groups.</p> <p>There is <b>limited</b> use of examples to illustrate practical understanding. There will be <b>simple</b> information about the <b>limited</b> range of activities included.</p> <p>There will be <b>some</b> errors in spelling, punctuation and grammar.</p>	<p>Provides a <b>clear</b> description of the different types of creative activities with <b>relevant</b> explanation about how they meet the needs of different groups.</p> <p>There is <b>sound</b> use of examples to illustrate practical understanding for some of the different creative activities. There will be <b>clear</b> information about the range of activities included.</p> <p>There will be <b>minor</b> errors in spelling, punctuation and grammar.</p>	<p>Provides a <b>detailed</b> description of the different types of creative activities, with <b>thorough</b> explanation about how they meet the needs of different groups.</p> <p>There is <b>effective</b> use of examples to illustrate practical understanding for most of the different creative activities. There will be <b>detailed</b> information about the <b>wide</b> range of activities included.</p> <p>There will be <b>few</b>, if any, errors in spelling, punctuation and grammar.</p>
LO2: Understand the benefits of participating in creative activities		
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
<p>Demonstrates a <b>basic</b> understanding of the benefits of participating in creative activities.</p> <p>Provides <b>limited</b> information, with <b>few</b> appropriate examples, about the types of creative activity and their purpose.</p>	<p>Demonstrates a <b>sound</b> knowledge of the benefits of participating in creative activities.</p> <p>Provides <b>clear</b> information, with <b>some</b> appropriate examples, about the types of creative activities and their purpose.</p>	<p>Demonstrates a <b>thorough</b> understanding of the benefits of participating in creative activities.</p> <p>Provides <b>detailed</b> and <b>coherent</b> information, with <b>appropriate</b> examples, about the types of creative activities and their purpose.</p>
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
<p>Few <b>basic</b> links are made between different types of creative activities and relevant P.I.L.E.S. benefits to the individual or group in a care setting.</p>	<p><b>Some</b> links are made between different types of creative activities and the relevant P.I.L.E.S. benefits to the individual or group in a care setting.</p>	<p><b>Clear</b> links are made between the different types of creative activities and the relevant P.I.L.E.S. benefits to the individual or group participating in activity in a care setting.</p>



**LO3: Be able to carry out creative activities in a health, social care or early years setting**

<b>MB1: 1 – 3 marks</b>	<b>MB2: 4 – 6 marks</b>	<b>MB3: 7 – 8 marks</b>
<p>Produces a <b>basic</b> plan for a creative activity, providing a <b>simple</b> solution to meet the individual/groups needs. Demonstrates a <b>limited</b> understanding of what the objective of the creative activity is, with <b>few</b> success measures. May need guidance and support to produce the plan.</p> <p>A <b>limited</b> explanation is given for why the activity chosen may be suitable for the individual or group.</p>	<p>Produces a <b>clear</b> plan for a creative activity, providing a <b>sound</b> solution to meet the individual/groups needs. Demonstrates a <b>thorough understanding</b> of what the objective of the creative activity is, with <b>clear</b> success measures.</p> <p><b>Relevant</b> explanation is given for why the activity has been chosen and is suitable for the individual or group.</p>	<p>Produces a <b>comprehensive</b> plan for a creative activity, providing a solution, which shows originality and creativity, to meet the individual/groups needs. Demonstrates a <b>comprehensive</b> understanding of what the objective of the creative activity is, with <b>clear</b> success measures.</p> <p><b>Detailed</b> explanation with justification is given for why the activity chosen is suitable for the individual or group.</p>
<b>MB1: 1 – 4 marks</b>	<b>MB2: 5 – 8 marks</b>	<b>MB3: 9 – 12 marks</b>
<p>Demonstrates <b>limited</b> consideration of health and safety issues. There may be a <b>simple</b> explanation of how to protect individuals from harm.</p> <p>Carries out a <b>simple</b> activity. There may be <b>limited</b> structure.</p> <p>Demonstrates a <b>limited</b> confidence when delivering the creative activity and may need guidance and support to complete.</p>	<p>Demonstrates <b>sound</b> consideration of health and safety issues with some explanation for their choices. There will be a <b>clear</b> description of how to protect individuals from harm.</p> <p>Carries out an <b>appropriate</b> creative activity, which is structured and mostly follows to time.</p> <p><b>Confidently</b> delivers the creative activity, with no support necessary.</p>	<p>Demonstrates <b>comprehensive</b> consideration of health and safety issues with detailed explanation for their choices. There will be a <b>thorough</b> explanation of how to protect individuals from harm.</p> <p>Carries out a <b>well structured</b> creative activity <b>effectively</b>, which meets time requirements.</p> <p><b>Confidently</b> and <b>effectively</b> delivers the creative activity, engaging their participants and adapting to ensure that the individuals/groups needs are met.</p>
<b>MB1: 1 – 3 marks</b>	<b>MB2: 4 – 6 marks</b>	<b>MB3: 7 – 8 marks</b>
<p>A <b>basic</b> review of the activity is included which may give <b>limited</b> suggestions for improvement.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p>	<p>A <b>review</b> of the activity is included with <b>some</b> relevant suggestions for improvements.</p> <p>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.</p>	<p>A <b>thorough</b> review of the activity is included which gives <b>relevant</b> suggestions for improvements with justification for these changes.</p> <p><b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.</p>

## Guidance on synoptic assessment

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Synoptic assessment is based upon demonstrating a broad and holistic understanding of the subject content. This is achieved by synthesizing the knowledge, skills and understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit.

At the end of each unit specification we have provided information on where connections between areas of learning are in order to help with the planning of teaching and learning, and to support assessment decisions for the internally assessed units.

Further, more detailed information regarding synoptic assessment can also be found under section 3.2 *Synoptic assessment*.

## Assessment guidance

- LO1** – Learners should present information which shows a wide range of different creative activities and the individuals or groups who may benefit from them. This should be illustrated with images of the chosen activities.
- LO2** – Learners should provide a range of benefits (P.I.L.E.S.) to illustrate which activities would meet which specific needs and why they may support well-being for individuals or groups in a range of settings.
- LO3** – Learners should provide an overview of health and safety issues when offering creative activities. Formulate an activity plan to be followed in the practical activity, delivery and self-evaluate.

What do learners need to produce? (evidence)	Examples of format of evidence (this list is not exhaustive)
<ul style="list-style-type: none"> <li>• Types of creative activities</li> <li>• Benefits of creative activities</li> <li>• Plan, deliver and review</li> </ul>	<ul style="list-style-type: none"> <li>• Images of individuals or groups with speech bubbles which gives information to express why the individual or group wishes to be involved in a creative activity</li> <li>• Collage of pictures to show a wide range of creative activities that may be used with individuals or groups</li> <li>• PowerPoint presentation with images</li> <li>• Mind map showing P.I.L.E.S. and the activities which would best be used to meet the needs of the individual or group</li> <li>• News letter detailing activities that will be taking place over a specified time (e.g. week)</li> <li>• Wall chart indicating the health and safety issues which need to be considered</li> <li>• Create own signs to indicate aspects which need to be considered</li> <li>• Written activity plan</li> <li>• Witness statement from teacher to indicate completion of activity</li> <li>• Written evaluation which addresses all the points</li> </ul>

## Unit R028: Understanding the development and protection of young children in an early years setting

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### Marking criteria guidance

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0 marks must be given where there is no evidence or no evidence worthy of credit.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the learning outcomes.
- The descriptors should be read and applied as a whole.
- Make a best fit match between the answer and the band descriptors.
- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded
- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- if an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory units R021 and R022.

For a description of the key words in the marking criteria, please see the *Marking criteria glossary of terms* in Appendix D.

## Marking criteria grid

LO1: Understand the key milestones of physical, intellectual and language development between 0–5 years		
MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 9 marks
Demonstrates a <b>basic</b> understanding of the physical, intellectual and language developmental milestones in children between 0–5 years.	Demonstrates a <b>sound</b> understanding of the physical, intellectual and language developmental milestones in children between 0–5 years.	Demonstrates a <b>thorough</b> and <b>clear</b> understanding of the physical, intellectual and language developmental milestones in children between 0–5 years.
MB1: 1 – 4 marks	MB2: 5 – 8 marks	MB3: 9 – 11 marks
Provides a <b>basic</b> explanation, including a <b>few</b> comparisons, of the key milestones of a child aged between 0–5 years. Demonstrates <b>some</b> understanding of the normal development stages, which will partly follow the correct sequence.  A <b>limited</b> range of examples are given for <b>few</b> of the key milestones.	Provides a <b>clear</b> explanation, including <b>some</b> comparisons, of the key milestones of a child aged between 0–5 years. Demonstrates an understanding of the normal development stages in correct sequence.  A range of relevant examples are given for <b>many</b> of the key milestones.	Provides a <b>detailed</b> explanation, including <b>detailed</b> comparisons, of the key milestones of a child aged between 0–5 years. Demonstrates a <b>clear and thorough</b> understanding of the normal development stages in correct sequence.  A range of relevant examples are given for <b>most</b> of the key milestones and the relevance of their use is justified.

LO2: Understand the key milestones of emotional and social development between 0–5 years		
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
Demonstrates a <b>basic</b> understanding of the emotional and social developmental milestones in children between 0–5 years.	Demonstrates a <b>sound</b> understanding of the emotional and social developmental milestones in children between 0–5 years.	Demonstrates a <b>thorough</b> and <b>clear</b> understanding of the emotional and social developmental milestones in children between 0–5 years.
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
Provides a <b>basic</b> explanation of the key milestones of a child aged between 0–5 years. Demonstrates <b>some</b> understanding of the normal development stages, which will partly follow the correct sequence.	Provides a <b>clear</b> explanation, including some comparisons, of the key milestones of a child aged between 0–5 years. Demonstrates an understanding of the normal development stages in correct sequence.	Provides a <b>detailed</b> explanation, including some comparisons, of the key milestones of a child aged between 0–5 years. Demonstrates a <b>thorough</b> understanding of the normal development stages in correct sequence.
There will be <b>some</b> errors in spelling, punctuation and grammar.	There will be <b>minor</b> errors in spelling, punctuation and grammar.	There will be <b>few</b> , if any, errors in spelling, punctuation and grammar.
A <b>limited</b> range of examples are given for <b>few</b> of the key milestones.	A range of relevant examples are given for <b>many</b> of the key milestones.	A range of relevant examples are given for <b>most</b> of the key milestones and the <b>relevance</b> of their use is <b>justified</b> .
Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.	Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.	<b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.

LO3: Be able to create a safe environment to protect children (in an early years setting)		
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
Provides a <b>basic</b> explanation of types of risks and hazards to be considered in an early years setting and includes some ways of protecting early years children. <b>Few</b> are supported with relevant examples.  Carries out a <b>basic</b> risk assessment on an early years setting with support. Completes documentation with <b>basic</b> information.	Provides a <b>clear</b> explanation of the types of risk and hazards to be considered in an early years setting and includes different ways of protecting early years children. <b>Some</b> are supported with relevant examples.  Carries out a <b>sound</b> risk assessment on an early years setting with <b>limited</b> support. Completes documentation with <b>sound</b> information.	Provides a <b>detailed</b> explanation of the types of risk and hazards in an early years setting and effectively considers different ways early years children need to be protected. <b>Most</b> are supported with relevant examples.  <b>Independently</b> carries out a <b>detailed</b> and <b>thorough</b> risk assessment. Completes documentation with <b>detailed</b> information.
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
Produces a <b>basic</b> plan of how to promote and maintain a safe environment for children in an early years setting, including <b>limited</b> features <b>few</b> of which will have examples and purposes of use explained.	Produces a <b>clear</b> plan of how to promote and maintain a safe environment for children in an early years setting, including <b>some</b> features, <b>some</b> of which will have examples and purposes of use explained.	Produces a <b>detailed</b> and <b>thorough</b> plan of how to promote and maintain a safe environment for children in an early years setting, including <b>many</b> of the features <b>most</b> of which will have examples and purposes of use explained.

## Guidance on synoptic assessment

Synoptic assessment is based upon demonstrating a broad and holistic understanding of the subject content. This is achieved by synthesizing the knowledge, skills and understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit.

At the end of each unit specification we have provided information on where connections between areas of learning are in order to help with the planning of teaching and learning, and to support assessment decisions for the internally assessed units.

Further, more detailed information regarding synoptic assessment can also be found under section 3.2 *Synoptic assessment*.

## Assessment guidance

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**LO1** – Learners should explain the key milestones of physical, intellectual and language developments for a child in a care setting aged between 0–5 years. (Ideally this should be based on a real child, but care will have to be taken due to child protection etc).

**LO2** – Learners should explain the key milestones of emotional and social development for a child in a care setting. This can be completed in the form of an interview with the child’s parents or guardians.

**LO3** – Learners should produce a plan and carry out a risk assessment of an early years setting. Learners should identify key risks and hazards and how to promote safety. (Ideally this should be based on a real child in an early years setting, but care will have to be taken due to child protection etc). Designing a safe environment for an early years setting.

What do learners need to produce (evidence)	Examples of format of evidence (this list is not exhaustive)
<ul style="list-style-type: none"><li>• Physical, intellectual and language milestones</li><li>• Emotional and social milestones</li><li>• Risk assessments and safe environment designs/plans</li></ul>	<ul style="list-style-type: none"><li>• Questionnaires</li><li>• Reports</li><li>• Letters</li><li>• Information guides</li><li>• Posters</li><li>• Leaflets</li><li>• Written notes</li><li>• Video/recording of interview</li><li>• Design plans</li></ul>



## Unit R029: *Understanding the nutrients needed for good health*

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### Marking criteria guidance

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0 marks must be given where there is no evidence or no evidence worthy of credit.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the learning outcomes.
- The descriptors should be read and applied as a whole.
- Make a best fit match between the answer and the band descriptors.
- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded
- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- if an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory units R021 and R022.

For a description of the key words in the marking criteria, please see the *Marking criteria glossary of terms* in Appendix D.

## Marking criteria grid

LO1: Know the dietary needs of individuals in each life stage		
MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 9 marks
Demonstrates <b>basic</b> knowledge of the nutritional requirements of the different life stages (young people, adults and older people) with <b>limited</b> reference to the function of each nutrient.	Demonstrates <b>sound</b> knowledge of the nutritional requirements of the different life stages (young people, adults and older people) with <b>detailed</b> reference to the function of each nutrient.	Demonstrates <b>thorough</b> knowledge of the nutritional requirements of the different life stages (young people, adults and older people) with <b>comprehensive</b> reference to the function of each nutrient.
MB1: 1 – 4 marks	MB2: 5 – 8 marks	MB3: 9 – 11 marks
Provides a <b>limited</b> description of government guidelines and dietary requirements.  There will be <b>some</b> errors in spelling, punctuation and grammar.	Provides a <b>detailed</b> description of government guidelines and dietary requirements.  There will be <b>minor</b> errors in spelling, punctuation and grammar.	Provides a <b>thorough</b> description of government guidelines and dietary requirements.  There will be <b>few</b> , if any, errors in spelling, punctuation and grammar.
LO2: Be able to create dietary plans for specific dietary needs		
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
Makes <b>limited</b> references to the factors that influence diet.  Creates a <b>basic</b> dietary plan that enables the learner to <b>partly</b> meet the needs of individuals.	Makes <b>detailed</b> references to the factors that influence diet.  Creates a <b>sound</b> dietary plan that enables the learner to <b>mostly</b> meet the needs of individuals.	Makes <b>thorough</b> references to the factors that influence diet.  Creates a <b>detailed</b> dietary plan that enables the learner to <b>fully</b> meet the needs of individuals.
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
The plan includes <b>basic</b> information on how it reflects the needs of the individual and their condition(s), and how it can address their condition(s) and symptoms.  It shows <b>basic</b> understanding of the importance of nutrients and their functions to the individual and <b>limited</b> reference to the main nutrients required in the diet and sources described in a <b>basic</b> way. There is <b>some</b> understanding of the importance of a balanced diet.  Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.	The plan includes <b>clear</b> information on how it reflects the needs of the individual and their condition(s), and how it can address their condition(s) and symptoms.  It shows a <b>sound</b> understanding of the importance of nutrients and their functions to the individuals and <b>some</b> relevant references to the main nutrients required in the diet and sources described in a <b>clear</b> manner. There is <b>clear</b> understanding of the importance of a balanced diet.  Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.	The plan includes <b>detailed</b> information on how it reflects the needs of the individual and their condition(s), and how diet and food choices can address their condition(s) and symptoms.  It shows a <b>thorough</b> understanding of the importance of nutrients and their functions to the individual and <b>many</b> relevant references to the main nutrients required in the diet and sources described in a <b>detailed and coherent</b> manner. There is <b>detailed</b> information of how to achieve a balanced diet.  <b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.

LO3: Be able to produce nutritional meals for specific dietary requirements		
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
<p>Selection of ingredients demonstrates <b>basic</b> consideration of dietary requirements and nutritional value.</p> <p>Carries out a <b>basic</b> analysis of the meal, with <b>limited</b> reference to government dietary guidelines and meeting the specific dietary needs of the individual.</p>	<p>Selection of ingredients demonstrates <b>some</b> consideration of dietary requirements and nutritional value.</p> <p>Carries out a <b>detailed</b> analysis of the meal with <b>some</b> reference to government dietary guidelines and meeting the specific dietary needs of the individual.</p>	<p>Selection of ingredients demonstrates <b>thorough</b> consideration of dietary requirements and nutritional value.</p> <p>Carries out a <b>thorough</b> analysis of the meal with <b>comprehensive</b> reference to government dietary guidelines and meeting the specific dietary needs of the individual.</p>
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
<p>Creates a meal with <b>some</b> support and guidance which meets a <b>few</b> of the dietary needs of the individual.</p> <p>Follows hygiene and safe food preparation procedures with <b>some</b> support.</p>	<p>Creates a meal with <b>minimal</b> support and guidance which meets <b>some</b> of the dietary needs of the individual.</p> <p>Follows hygiene and safe food preparation procedures with <b>minimal</b> support.</p>	<p>Creates a meal <b>independently</b> which meets <b>most</b> of the dietary needs of the individual.</p> <p>Consistently and effectively follows hygiene and safe food preparation procedures <b>independently</b>.</p>

## Guidance on synoptic assessment

Synoptic assessment is based upon demonstrating a broad and holistic understanding of the subject content. This is achieved by synthesizing the knowledge, skills and understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit.

At the end of each unit specification we have provided information on where connections between areas of learning are in order to help with the planning of teaching and learning, and to support assessment decisions for the internally assessed units.

Further, more detailed information regarding synoptic assessment can also be found under section 3.2 *Synoptic assessment*.

## Assessment guidance

- LO1** – Learners should demonstrate knowledge of the nutritional and dietary requirements of each life stage (young people, adults and older people). They also need to make reference to the factors that influence diet and to current government guidelines. Examples of current government guidelines are given in the unit content, though this list is not exhaustive.
- LO2** – Learners should create a dietary plan considering the dietary needs of individuals suffering from specific dietary conditions. The plan should include:
- the causes and symptoms of the conditions
  - how diet and food choices can address the conditions and symptoms
  - an understanding of the importance of nutrients and their functions to the individual
  - the main nutrients required in the diet and their sources
  - how to achieve a balanced diet.
- LO3** – Learners should produce a nutritional meal for an individual with specific dietary requirements, taking into account the dietary requirements of the individual and the nutritional value of the ingredients. They need to show effective and appropriate understanding of hygiene and safe food preparation procedures - there may be the opportunity for learners to take the Basic Food Hygiene Certificate here. Learners need to carry out a nutritional analysis of the meal justifying the suitability of the meal in relation to the dietary needs of the individual and in relation to current government guidelines.

What do learners need to produce? (evidence)	Examples of format of evidence (this list is not exhaustive)
<ul style="list-style-type: none"> <li>• Nutritional requirements</li> <li>• Dietary plans</li> <li>• Nutritional meals</li> </ul>	<ul style="list-style-type: none"> <li>• Written report or oral presentation</li> <li>• PowerPoint presentation</li> <li>• Leaflet</li> <li>• Booklet</li> <li>• Table format</li> <li>• Case study</li> <li>• Recipes</li> <li>• Nutritional analysis</li> </ul>

## Unit R031: *Using basic first aid procedures*

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### Marking criteria guidance

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0 marks must be given where there is no evidence or no evidence worthy of credit.

- A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.
- Each band descriptor covers all the relevant content for the learning outcomes.
- The descriptors should be read and applied as a whole.
- Make a best fit match between the answer and the band descriptors.
- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded
- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- if an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory units R021 and R022.

For a description of the key words in the marking criteria, please see the *Marking criteria glossary of terms* in Appendix D.

## Marking criteria grid

LO1: Be able to assess scenes of accidents to identify risks and continuing dangers		
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
<p>Requires guidance and support when demonstrating how to assess dangers to the casualty, first aider and others at the scene of an accident.</p> <p><b>Basic</b> consideration is given on how the area can be made safe, which demonstrates <b>limited</b> understanding.</p>	<p>Requires <b>limited</b> guidance and support when demonstrating how to assess dangers to the casualty, first aider and others at the scene of an accident.</p> <p><b>Clear</b> consideration is given on how the area can be made safe, which demonstrates <b>sound</b> understanding.</p>	<p><b>Independently</b> demonstrates how to assess dangers to the casualty, first aider and others at the scene of an accident.</p> <p><b>Thorough</b> consideration is given on how the area can be made safe, which demonstrates <b>thorough</b> understanding.</p>
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
<p>Demonstrates <b>limited</b> confidence when obtaining informed consent. Demonstrates <b>basic</b> understanding of how to communicate clearly.</p> <p>Provides a <b>basic</b> description of when and how to seek additional support with a <b>basic</b> description of why the people they are reporting to are appropriate.</p> <p>Provides <b>limited</b> information to emergency services, which is <b>partly</b> appropriate.</p>	<p>Demonstrates <b>confidence</b> when obtaining informed consent. Demonstrates <b>sound</b> understanding of how to communicate clearly.</p> <p>Provides a <b>detailed</b> description of when and how to seek additional support with a <b>detailed</b> description of why the people they are reporting to are appropriate.</p> <p>Provides <b>detailed</b> information to emergency services, which is <b>mostly</b> appropriate.</p>	<p>Demonstrates <b>confidence and competence</b> when obtaining informed consent. Demonstrates <b>thorough</b> understanding of how to communicate clearly.</p> <p>Provides a <b>thorough</b> description of when and how to seek additional support with a <b>thorough</b> description of why the people they are reporting to are appropriate.</p> <p>Provides <b>thorough</b> information to emergency services, which is <b>wholly</b> appropriate.</p>

LO2: Understand the first aid procedures for a range of injuries		
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
<p>Demonstrates a <b>basic</b> understanding of how to identify the nature and severity of a range of injuries, with <b>few</b> causes listed.</p> <p>Provides a <b>limited</b> description of symptoms. <b>Few</b> symptoms will relate to the injury, <b>basic</b> examples will be given to illustrate practical understanding.</p>	<p>Demonstrates a <b>sound</b> understanding of how to identify the nature and severity of a range of injuries, with <b>some</b> causes listed.</p> <p>Provides a <b>detailed</b> description of symptoms. <b>Most</b> symptoms will relate to the injury, <b>detailed</b> examples will be given to illustrate practical understanding.</p>	<p>Demonstrates a <b>thorough</b> understanding of how to identify the nature and severity of a range of injuries, with <b>most</b> causes listed.</p> <p>Provides a <b>thorough</b> description of symptoms. Symptoms will <b>wholly</b> relate to the injury. <b>Comprehensive</b> examples will be given to illustrate practical understanding.</p>
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
<p>Provides a <b>simple</b> description of the current first aid procedures, <b>limited</b> information is given on the correct sequence of steps.</p> <p>The rationale will be <b>limited</b> with <b>basic</b> examples to illustrate understanding.</p>	<p>Provides a <b>sound</b> description of the current first aid procedures, <b>detailed</b> information is given on the correct sequence of steps.</p> <p>The rationale will be sound with clear examples to illustrate understanding.</p>	<p>Provides a <b>detailed</b> description of the current first aid procedures, <b>comprehensive</b> information is given on the correct sequence of steps.</p> <p>The rationale will be thorough with detailed examples to illustrate understanding.</p>

LO3: Be able to apply basic first aid procedures		
MB1: 1 – 4 marks	MB2: 5 – 8 marks	MB3: 9 – 12 marks
<p>First aid procedures are carried out with support and guidance demonstrating <b>limited</b> confidence.</p> <p>Carries out the correct sequence of steps with <b>some</b> guidance, demonstrating a <b>basic</b> understanding of practical application.</p>	<p>First aid procedures are carried out with <b>limited</b> support and guidance demonstrating <b>some</b> confidence.</p> <p>Carries out the correct sequence of steps with <b>limited</b> guidance, demonstrating a <b>sound</b> understanding of practical application.</p>	<p>First aid procedures are carried out <b>independently, confidently</b> and <b>effectively</b>.</p> <p><b>Independently</b> carries out the correct sequence of steps, demonstrating a <b>thorough</b> understanding of practical application.</p>
MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 8 marks
<p>Provides a <b>basic</b> review of the practical activities with <b>limited</b> consideration of their competency.</p> <p>Description of their strengths and weaknesses are <b>limited</b>, improvements have <b>limited</b> relevance to their performance.</p> <p>Information provided will have <b>some</b> errors in spelling, punctuation and grammar which may be sufficient to detract from the clarity.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p>	<p>Provides a <b>detailed</b> review of the practical activities with <b>some</b> consideration of their competency.</p> <p>Description of their strengths and weaknesses are <b>detailed</b>, improvements are <b>partly relevant</b> to their performance.</p> <p>Information provided will have <b>minor</b> errors in spelling, punctuation and grammar but insufficient to detract from the clarity.</p> <p>Draws upon <b>some</b> relevant skills/knowledge/understanding from other units in the specification.</p>	<p>Provides a <b>comprehensive</b> review of the practical activities with <b>thorough</b> consideration of their competency.</p> <p>Description of their strengths and weaknesses are <b>thorough</b>, improvements are <b>mostly relevant</b> to their performance.</p> <p>Information provided will have <b>few</b>, if any errors in spelling, punctuation and grammar so that it is clear and coherent</p> <p>Draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.</p>

## Guidance on synoptic assessment

Synoptic assessment is based upon demonstrating a broad and holistic understanding of the subject content. This is achieved by synthesizing the knowledge, skills and understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit.

At the end of each unit specification we have provided information on where connections between areas of learning are in order to help with the planning of teaching and learning, and to support assessment decisions for the internally assessed units.

Further, more detailed information regarding synoptic assessment can also be found under section 3.2 *Synoptic assessment*.



## Assessment guidance

- LO1** – Learners should demonstrate how to assess dangers at the scene of an accident and how the area can be made safe. Learners should also demonstrate effective communication in obtaining information and also in providing information to emergency services.
- LO2** – Learners should identify a range of injuries and present information which shows an understanding of the nature, severity, symptoms and possible causes of these injuries. Learners should describe the correct sequence of steps in current first aid procedures with rationale and examples that illustrate practical understanding.
- LO3** – Learners need to carry out first aid procedures using the correct sequence of steps. Learners should produce a review of the first aid procedure they have carried out which:
- considers their competency
  - refers to their strength and weakness
  - suggests improvements to their performance

What do learners need to produce? (evidence)	Examples of format of evidence (this list is not exhaustive)
<ul style="list-style-type: none"> <li>• Risks and dangers</li> <li>• Effective communication</li> <li>• First Aid procedures</li> <li>• Practical demonstration</li> <li>• Current first aid procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Witness statement for practical demonstration</li> <li>• Presentation on a range of injuries</li> <li>• Images</li> <li>• Report</li> <li>• Images/diagrams with annotations of dangers at the scene of an accident</li> <li>• Written review</li> <li>• Written reports</li> </ul>

# Appendix C: Guidance for the production of electronic internal assessment

## Structure for evidence

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The centre-assessed units are comprised of units R022, R023, R025–R029 and R031. For each learner, all the tasks together will form a portfolio of evidence, stored electronically. Evidence for each unit must be stored separately.

An internal assessment portfolio is a collection of folders and files containing the learner's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top level folder detailing the learner's centre number, OCR candidate number, surname and forename, together with the unit code (R022, R023 etc), so that the portfolio is clearly identified as the work of one learner.

Each learner's internal assessment portfolio should be stored in a secure area on the centre's network. Prior to submitting the portfolio to OCR, the centre should add a folder to the folder tree containing the internal assessment and summary forms.

## Data formats for evidence

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In order to minimise software and hardware compatibility issues it will be necessary to save learners' work using an appropriate file format.

Learners must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Centre-assessed tasks are designed to give learners an opportunity to demonstrate what they know, understand and can do using current technology. Learners do not gain marks for using more sophisticated formats or for using a range of formats. A learner who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word-processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each learner.

## Accepted File Formats for the OCR Repository

### Movie formats for digital video evidence

MPEG (\*.mpg)

QuickTime movie (\*.mov)

Macromedia Shockwave (\*.aam)

Macromedia Shockwave (\*.dcr)

Flash (\*.swf)

Windows Media File (\*.wmf)

MPEG Video Layer 4 (\*.mp4)

### Audio or sound formats

MPEG Audio Layer 3 (\*.mp3)

### Graphics formats including photographic evidence

JPEG (\*.jpg)

Graphics file (\*.pcx)

MS bitmap (\*.bmp)

GIF images (\*.gif)

### Animation formats

Macromedia Flash (\*.fla)

### Structured markup formats

XML (\*.xml)

### Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

### Microsoft Office suite

PowerPoint (.ppt) (pptx, pptm)

Word (.doc) (docx, docm)

Excel (.xls) (xlsx, xlsm)

Visio (.vsd)

Project (.mpp)

## Appendix D: Marking criteria glossary of terms

Adequate	sufficient for the task - meets necessary requirements but does not go beyond this
Adequately	it is clear that the learner understands the concepts and principles but may not have provided the full details, expansion or examples needed in order to gain the highest marks
Appropriate/Appropriately	relevant to the purpose/task
Attempt	to make an effort to do, accomplish, solve or effect
Basic	the work comprises the minimum required and provides the base or starting point from which to develop. Responses are simple and not complicated; the simplest and most important facts are included
Brief/Briefly	accurate and to the point but lacking detail/contextualisation/examples
Clear	focussed and accurately expressed, without ambiguity
Coherent	logical; consistent
Competent/Competently	evidence that meets the necessary standard for the task
Comprehensive	the work is complete and includes everything that is necessary to evidence understanding in terms of both breadth and depth
Confident/Confidently	exhibiting certainty; having command over one's information/argument etc
Create	to originate (e.g. to produce a solution to a problem)
Describe	set out characteristics
Detail	to describe something item by item, giving all the facts
Detailed	point-by-point consideration of e.g. analysis, argument
Discuss	present, explain and evaluate salient points e.g. for/against an argument
Effective	applies skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result
Explain	set out the purposes and reasons
Few	a small number or amount, not many but more than one
Full/Fully	completely; containing as much information as possible
Independent	without reliance on others
Informed	having or prepared with information or knowledge
Justified/Justifying	the reasons for doing something are explained in full
Limited	the work produced is small in range or scope and includes only a part of the information required; it evidences partial, rather than full, understanding

List	document a series of outcomes or events or information
Little	a very small amount of evidence, or low number of examples, compared to what was expected, is included in the work
Many	a large number of ( <i>less than 'most' see below</i> )
Most/Mostly	greatest in amount; the majority of; nearly all of; at least 75% of the content which is expected has been included
Occasionally	occurring, appearing or done infrequently and irregularly
Partly	in part, to some extent or degree; partially; not wholly
Range	the evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact
Reasonable	enough to complete a task but not flawless, omissions/inaccuracies are present, the work, whilst not ideal, is of a quality and type which is acceptable for the task and level
Reasoned	justified, to understand and to make judgments based on practical facts
Relevant	correctly focused on the activity
Simple	the work is composed of one part only, either in terms of its demands or in relation to how a more complex task has been interpreted by the learner
Some	about 50% of the content which would have been expected is included
Sophisticated	uses refined and complex applications efficiently and effectively
Sound	valid, logical, justifiable, well reasoned
Thorough	extremely attentive to accuracy and detail
Variety	a number or range of things of the same general class that are distinct in character or quality
Wholly	to the whole amount/extent
Wide	the learner has included many relevant details, examples or contexts thus avoiding a narrow or superficial approach, broad approach taken to scope/scale; comprehensive list of examples given





## Your checklist

Our aim is to provide you with all the information and support you need to deliver our specifications.

- ✓ Bookmark [www.ocr.org.uk/cambridgenationals](http://www.ocr.org.uk/cambridgenationals)
- ✓ Be among the first to hear about support materials and resources as they become available. Register for email updates at [www.ocr.org.uk/cambridgenationals](http://www.ocr.org.uk/cambridgenationals)
- ✓ Join our social network community for teachers at [www.social.ocr.org.uk](http://www.social.ocr.org.uk)

## Need more help?

Here's how to contact us for specialist advice:

Phone: 02476 851509

Email: [cambridgenationals@ocr.org.uk](mailto:cambridgenationals@ocr.org.uk)

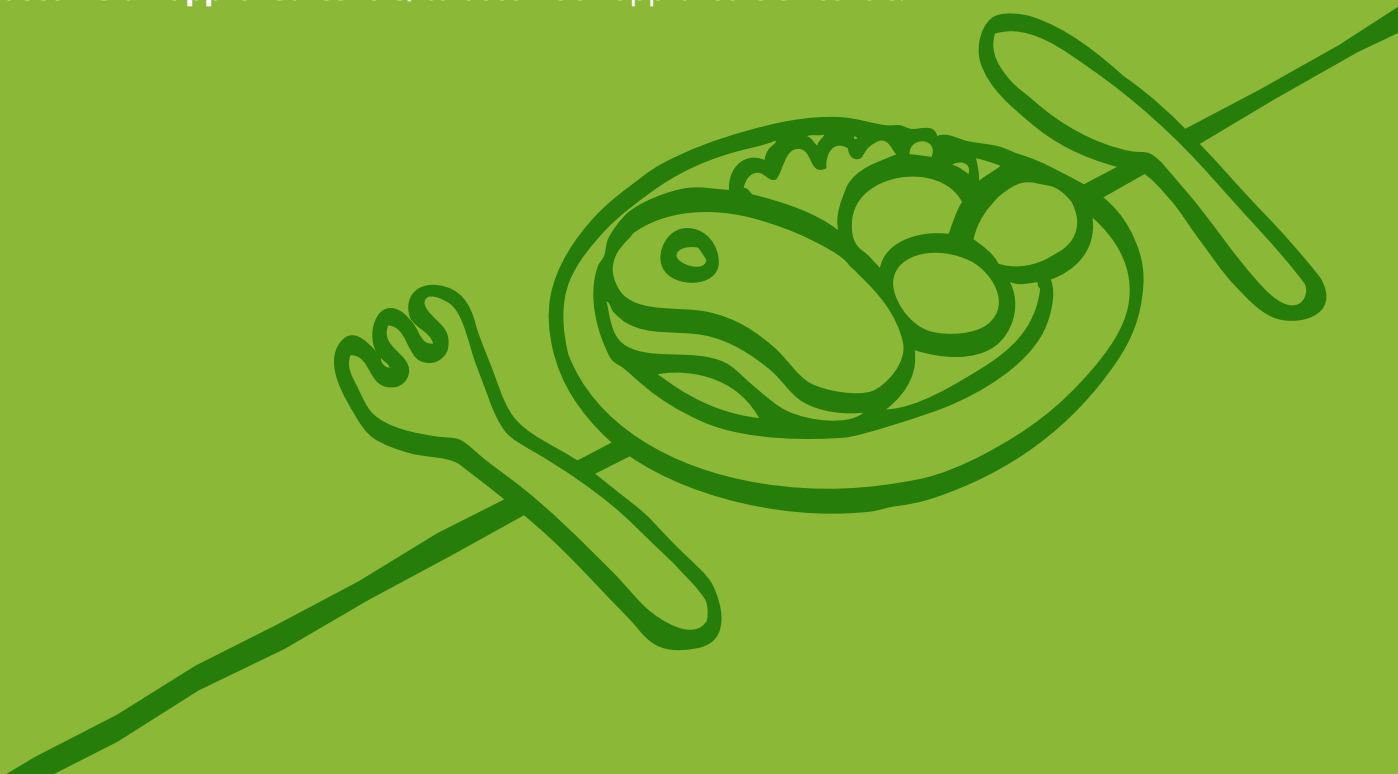
Online: <http://answers.ocr.org.uk>

Fax: 01223 552627

Post: Customer Contact Centre, OCR, Progress House, Westwood Business Park, Coventry CV4 8JQ

## What to do next

- 1) Sign up to teach – let us know you will be teaching this specification to ensure you receive the support you need. Simply visit [www.ocr.org.uk/cambridgenationals](http://www.ocr.org.uk/cambridgenationals) for more information.
- 2) Become an approved OCR centre – if your centre is completely new to OCR and has not previously used us for any examinations, visit <http://www.ocr.org.uk/i-want-to/become-an-approved-centre/> to become an approved OCR centre.





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