

# Health and Social Care

OCR J811/J821 Unit R026 Level 1/Level 2

Cambridge Nationals Certificate/Diploma in Health and Social Care

Unit Recording Sheet

Please read the instructions printed at the end of this form. <b>One</b> of these sheets, suitably completed, should be attached to the assessed work of <b>each</b> candidate.										
<b>Unit Title</b>	<b>Planning for employment in health, social care and children and young peoples workforce</b>				<b>Unit Code</b>	<b>R026</b>	<b>Session</b>	Jan / June	<b>Year</b>	<b>2 0</b>
<b>Centre Name</b>							<b>Centre Number</b>			
<b>Candidate Name</b>							<b>Candidate Number</b>			
<b>Criteria</b>							<b>Teacher Comments</b>		<b>Mark</b>	<b>Page No.</b>
<b>LO1: Know about careers in health, social care or the children and young peoples workforce <sup>1</sup></b>										
<b>MB1: 1 - 4 marks</b>		<b>MB2: 5 - 8 marks</b>		<b>MB3: 9 - 11 marks</b>						
Demonstrated <b>limited</b> knowledge of careers within health, social care or the children and young peoples 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.		Demonstrated <b>sound</b> knowledge of careers within health, social care or the children and young peoples 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.		Demonstrated <b>thorough</b> knowledge of careers within health, social care or the children and young peoples 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.						
[1 2 3 4]		[5 6 7 8]		[9 10 11]						
<b>MB1: 1 - 3 marks</b>		<b>MB2: 4 - 6 marks</b>		<b>MB3: 7 - 9 marks</b>						
A <b>basic</b> description of entry points and qualifications needed for health, social care or the children and young peoples workforce roles.		A <b>detailed</b> description of entry points and qualifications needed for health, social care or the children and young peoples workforce roles.		A <b>thorough</b> description of entry points and qualifications needed for health, social care or the children and young peoples workforce roles.						
[1 2 3]		[4 5 6]		[7 8 9]						

Criteria			Teacher Comments	Mark	Page No.
<b>LO2: Understand the nature of working in health, social care or the children and young peoples workforce <sup>2</sup></b>					
<b>MB1: 1 - 4 marks</b>	<b>MB2: 5 - 7 marks</b>	<b>MB3: 8 - 10 marks</b>			
Demonstrates a <b>basic</b> understanding of the personal attributes and skills necessary for careers in health, social care or early years.  <b>[1 2 3 4]</b>	Demonstrates a <b>sound</b> understanding of the personal attributes and skills necessary for careers in health, social care or early years.  <b>[5 6 7]</b>	Demonstrates a <b>thorough</b> understanding of the personal attributes and skills necessary for careers in health, social care or early years.  <b>[8 9 10]</b>			
<b>MB1: 1 - 4 marks</b>	<b>MB2: 5 - 7 marks</b>	<b>MB3: 8 - 10 marks</b>			
Demonstrates a <b>basic</b> understanding of the rewards and challenges in health, social care or the children and young peoples workforce with <b>limited</b> understanding of <b>the</b> health and safety issues.  There will be <b>some</b> errors in spelling, punctuation and grammar.  <b>[1 2 3 4 5]</b>	Demonstrates a <b>sound</b> understanding of the rewards and challenges in health, social care or the children and young peoples workforce with a <b>detailed</b> understanding of the health and safety issues.  There will be <b>minor</b> errors in spelling, punctuation and grammar.  <b>[6 7 8]</b>	Demonstrates a <b>thorough</b> understanding of the rewards and challenges in health, social care or the children and young peoples workforce, with a <b>thorough</b> understanding of the health and safety issues.  There will be <b>few</b> , if any, errors in spelling, punctuation and grammar.  <b>[9 10]</b>			

Criteria				Teacher Comments	Mark	Page No.
<b>LO3: Be able to plan for careers in health, social care or the children and young peoples workforce<sup>3</sup></b>						
<b>MB1: 1 - 4 marks</b>	<b>MB2: 5 - 7 marks</b>	<b>MB3: 8 - 10 marks</b>				
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.  <b>[1 2 3 4]</b>	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.  <b>[5 6 7]</b>	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.  <b>[8 9 10]</b>				
<b>MB1: 1 - 4 marks</b>	<b>MB2: 5 - 7 marks</b>	<b>MB3: 8 - 10 marks</b>				
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.  <b>[1 2 3 4]</b>	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.  <b>[5 6 7]</b>	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.  <b>[8 9 10]</b>				
If this is a re-sit, please tick				Session and Year of previous submission	Jan / June	<b>2 0</b>
				Please tick to indicate this work has been standardised internally		

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

### Guidance on Completion of this Form

- One** sheet should be used for each candidate.
- Please ensure that the appropriate boxes at the top of the form are completed.
- Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.

