

OCR Level 4 NVQ
in
Health and Social Care

Centre Handbook

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INTRODUCTION

About this Centre Handbook

This centre handbook contains important information for anyone working towards or involved in assessing or verifying the following qualification:

OCR Level 4 NVQ in Health and Social Care

QCA Accreditation Number 100/4926/5

This qualification has 2 specialist routes; these routes have been developed to allow candidates to demonstrate competence in specialisms that relate to the context of their work role. Registrations must be made against the appropriate specialist route scheme code:

OCR Level 4 NVQ in Health and Social Care (Adults)

The OCR scheme code for this qualification is 05548

OCR Level 4 NVQ in Health and Social Care (Children and Young People)

The OCR scheme code for this qualification is 05549

What is an NVQ?

An NVQ (National Vocational Qualification) is a qualification that assesses someone's competence (that is the skills, knowledge and understanding they have) principally in a work situation. NVQs are based on the national occupational standards that describe the level and breadth of performance expected of individuals whose work involves Health and Social Care practices. This NVQ is based on the national occupational standards developed by Skills for Health, Skills for Care, Care Council for Wales, Northern Ireland Social Care Council and the Scottish Social Services Council. They are the government approved bodies who set the standards for the Health and Social Care Sector.

The awarding body for this NVQ is Oxford Cambridge and RSA Examinations (OCR) and the regulatory body is the Qualifications and Curriculum Authority (QCA).

PUBLICATIONS (related to this qualification)

The NVQ Toolbox (reference code L391)

OCR publications may be obtained from:

OCR Publications, PO Box 5050, Annesley, Nottingham, NG15 0DL

Telephone: 0870 770 6622

Facsimile: 0870 770 6621

Email: publications@ocr.org.uk

FURTHER INFORMATION

This may be obtained from:
OCR website at www.ocr.org.uk **or**

OCR Information Bureau – Telephone: 024 76 851509, (Please note that as part of our quality assurance programme, your call may be recorded or monitored for training purposes).

Email: cib@ocr.org.uk – from whom the following literature is available:

National Vocational Qualifications and Other Verified Qualifications – Centre Guidance (reference code L526)

Access to Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications. Regulations and Guidance Relating to Candidates with Particular Requirements (reference code L16)

GENERAL INFORMATION

Qualification profile

Title	OCR Level 4 NVQ in Health and Social Care (Adults) OCR Level 4 NVQ in Health and Social Care (Children and Young People)	
OCR code	Adults Scheme Code 05548 Children and Young People Scheme Code 05549	
Level	This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 4	
QAN	Level 4 100/4926/5 (Qualification Accreditation Number)	
These qualifications are suitable for	People who deliver and manage health and social care services.	
Entry requirements	There are no formal entry requirements for this qualification	
Qualification structures	To achieve this qualification, candidates must achieve 8 units made up of 4 Core units and 4 Optional units (including the choice of the specialist unit/route). Candidates can also undertake additional units, although these are not required to complete the qualification.	
Assessment and grading	Like all NVQs, this qualification is competence-based . This means that it is linked to a person's ability to competently perform a range of tasks connected with their work.	
Funding	This qualification has been accredited to the National Qualifications Framework (NQF) and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above.	
National occupational standards	This qualification relates to national occupational standards for Health and Social Care at Level 4.	
Key Skills	Signposting to Key Skills is provided	
Last registration date*	31 January 2008	Revised date:
Last certification date*	31 January 2011	Revised date:

*OCR will inform centres of changes to these dates, and they are published on our website. All centre records must be updated accordingly.

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GENERAL INFORMATION

Target market

This NVQ is designed to reflect the work of candidates who undertake Health and Social Care activities at Level 4 working with service users/carers.

Qualification aims

The aim of this qualification is to recognise the skills and competences of candidates in the workplace.

The qualification is about the management and delivery of physical, emotional or enabling care to clients/service users. The candidate will be managing and delivering care in support of others, and will be accountable in the area of practice. Candidates will be working without direct supervision or on their own, such as in a client's/service users own home. Candidates will have autonomy, and will be required to make decisions within boundaries and limits agreed with their team.

This NVQ will allow for progression to and from OCR's existing portfolio of Health and Social Care qualifications and will complement other vocational qualifications.

Entry requirements

This NVQ is a work-oriented qualification and is suitable for those who undertake Health and Social practices in their work. This is open to candidates of any age, of either gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning.

There should be equality of access for candidates regardless of work setting and patterns of work. Candidates must be enabled and supported to undertake this qualification.

In addition the needs of under-represented groups should be addressed. These include specific needs in relation to candidates:

- from ethnic minority communities
- experiencing disability
- experiencing sensory impairment.

In Wales this will include those candidates who wish to undertake their award through the medium of Welsh or bi-lingually.

All centre staff involved in the assessment or delivery of this qualification should understand their requirements and match them to the needs and capabilities of individuals before entering them as candidates for this qualifications, through initial assessment.

Entry restrictions

Where a candidate has registered for a qualification, they should not enter with another awarding body for a qualification at the same level with the same title.

Progression opportunities

This qualification has also been designed to develop the skills, knowledge and understanding required to enable progression to and from qualifications along the vertical and horizontal planes in the National Qualifications Framework.

For example, a candidate achieving an OCR Level 4 NVQ in Health and Social Care may:

- progress to the OCR Level 4 NVQ in Registered Managers (Adults), **or**
- widen their specialist skills and undertake other OCR work based qualifications.

OCR offers a range of related qualifications in this vocational area. (Further details can be found in the section '**Other related OCR qualifications**').

Qualification structure

To achieve this qualification, candidates must achieve 8 units made up of 4 Core units (including the choice of specialist route) and 4 Optional units.

Candidates can also undertake additional units, although these are not required to complete the qualification.

Core Units

- 41** Use and develop methods and systems to communicate record and report
- 42** Contribute to the development and maintenance of healthy and safe practices in the working environment
- 43** Take responsibility for the continuing professional development of self and others

Two Qualification Routes

Either

Children and Young People Route

- 44** Develop practice which promotes the involvement, well-being and protection of children and young people

Or

Adults Route

- 45** Develop practices which promote choice, well-being and protection of all individuals

Optional units: Select 4 units from any of the optional groups

Children and Young People Specific Optional Units

- 46** Independently represent and advocate with, and on behalf of, children and young people
- 47** Help parents and carers to acquire and use skills to protect and take care of children and young people

- 48 Demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice
- 49 Develop and maintain an environment which safeguards and protects children and young people

Adult Specific Optional units

- 410 Advocate with, and on behalf of, individuals, families, carers, groups and communities
- 411 Manage a service which meets the best possible outcomes for the individual
- 412 Ensure individuals and groups are supported appropriately when experiencing significant life events and transitions

Generic Optional Units

- 413 Manage requests for health and care services
- 414 Assess individual needs and preferences
- 415 Produce, evaluate and amend service delivery plans to meet individual needs and preferences
- 416 Develop, implement and review care plans with individuals
- 417 Assess individuals' mental health and related needs
- 418 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs
- 419 Provide advice and information to those who enquire about mental health needs and related services
- 420 Promote leisure opportunities and activities for individuals
- 421 Promote employment, training and education opportunities for individuals
- 422 Promote housing opportunities for individuals
- 423 Assist individuals at formal hearings
- 424 Supervise methadone consumption
- 425 Support people who are providing homes for individuals and/or children and young people
- 426 Empower families, carers and others to support individuals
- 427 Assess the needs of carers and families
- 428 Develop, implement and review programmes of support for carers and families
- 429 Work with groups to promote individual growth, development and independence
- 430 Support the protection of individuals, key people and others
- 431 Support individuals where abuse has been disclosed
- 432 Enable families to address issues with individuals' behaviour
- 433 Develop joint working agreements and practices and review their effectiveness
- 434 Maintain and manage records and reports
- 435 Manage the development and direction of the provision
- 436 Promote and manage a quality provision
- 437 Promote your organisation and its services to stakeholders
- 438 Develop and disseminate information and advice about substance use, health and social well-being
- 439 Contribute to the development of organisational policy and practice
- 440 Support effective governance
- 441 Invite tenders and award contracts
- 442 Monitor and evaluate the quality, outcomes and cost-effectiveness of substance misuse services
- 443 Procure services for individuals
- 444 Contribute to the selection, recruitment and retention of staff to develop a quality service

- 445 Recruit and place volunteers
- 446 Manage a dispersed workforce to meet the needs and preferences of individuals at home
- 447 Represent the agency in courts and formal hearings
- 448 Provide and obtain information at courts and formal hearings
- 449 Represent one's own agency at other agencies' meetings
- 450 Develop risk management plans to support individual's independence and daily living within their home
- 451 Lead teams to support a quality provision

Additional Unit for both routes

- 452 Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals

A unit is normally the smallest part of the NVQ that a candidate can be certificated.

Unit Format

Each unit contains:

- A brief **summary** of the unit content and element title and the values that underpin the whole unit
- **Key words, concepts and scope**
- **Performance criteria**, this details what tasks and activities the candidate must demonstrate their performance against
- **Knowledge and understanding**, what you need to know and understand
- **Evidence requirements** specifies the amount and possible type of evidence needed to show competence.

Mode of Delivery

This qualification is **competence-based**, linking a person's ability to competently perform a range of tasks connected with their work. This means that a person's skills, knowledge and competences are assessed in a practical way. (See '**Assessment and verification**' section for further information.)

To gain this NVQ a candidate must achieve the level of competence described in the NVQ units of competence. The units of competence contain the national occupational standards for Health and Social Care at Level 4.

Assessment Centre

Any organisation, whether it is a place of employment, college or private training organisation can be approved to offer this qualification, as long as it meets the criteria set out in the OCR publication *National Vocational Qualifications and Other Verified Qualifications - Centre Guidance* (reference code L526). This includes being able to provide suitable assessors and internal verifiers. (For more information on how to become an OCR-approved assessment centre see section '**Further support and information**').

Once approved, an **assessment centre** will register candidates for the NVQ and allocate each candidate an **assessor** or **assessors**.

Trainer

The trainer will develop a candidate's knowledge, understanding and skills in relation to the NVQ that is being undertaken.

Trainers will:

- provide opportunities for learning
- provide ongoing mentoring to the candidate, including review and feedback on learning experiences and development of competence
- provide opportunities for a candidate to practice what they have learnt in a realistic, but safe and protected, working environment or, where this is not appropriate, in a simulated environment.

Please note that learning, and practising the learning, does not indicate competence in the workplace. The application of the learning will need to be assessed for competence to be decided.

Expert witnesses

Expert witnesses can be drawn from a wide range of people who can attest performance in the workplace, including line managers and experienced colleagues from inside the candidate's organisation or from other organisations such as customers or clients, where there are no occupationally competent assessors for occupationally specific units.

The criteria for expert witnesses are set out in section '**Expert witness, assessor and internal verifier requirements**'.

Assessor

Assessors will be appointed by approved centres to assess candidate performance and judge the validity of work place assessments.

The assessor will be responsible for making assessment judgements including the units where evidence relies extensively on expert witness testimony. The assessor will make use of appropriate expert witness testimony as part of the overall assessment of the candidate. In addition, the assessor must ensure that witness testimony clearly matches the level and breadth of performance described in the units, and this may be done, for example, by the assessor questioning the witness against the knowledge and skills specified in the units. **The assessor must have suitable and reliable occupational experience and be trained and qualified as an NVQ assessor.**

The criteria for appointing assessors are set out in section '**Expert witness, assessor and internal verifier requirements**'. An assessor may be a candidate's line manager, a tutor at college, or someone specially appointed to this role. Assessments may also be carried out by a team of assessors.

The roles of trainer and assessor are inextricably linked and may be carried out by the same person, however, training activities must be clearly separated from assessment and only assessed evidence of competence should be presented as evidence towards the NVQ.

Internal verifier

Internal verifiers will be appointed by approved centres to ensure the quality and consistency of assessments within the centre.

Each assessor's work must be checked and confirmed by an **internal verifier** who is also a member of the staff of the assessment centre. The criteria for appointing internal verifiers are set in section '**Expert witness, assessor and internal verifier requirements**'. The internal verifier checks and standardises assessment decisions made by the assessors in the centre.

The internal verifier will observe assessors carrying out assessments, review assessment decisions from the evidence provided and hold meetings with the assessment team to ensure consistency in the use of paperwork and interpretation of 'the qualifications' requirements.

External verifier

The **external verifier** checks the assessment and internal verification processes and decisions made in the centre, and authorises the claims for certificates. The external verifier is appointed by OCR.

Key Skills units

This NVQ has been signposted to Key Skills 2004 specifications, which are available as individual units. Signposting has been provided to each unit and it is designed to help candidates to identify opportunities to:

- develop Key Skills within the context of developing occupational competence
- collect evidence of achievement of Key Skills along with the evidence for the NVQ being assessed.

Further guidance on the signposting to Key Skills is in section '**Key Skills signposting**'. Individual Key Skills units are available in the following six areas:

- Communication
- Application of Number
- Information Technology
- Personal Skills - Working with Others
- Personal Skills - Improving Own Learning and Performance
- Problem Solving

For more information on Key Skills contact the OCR Information Bureau on 024 7685 1509, email cib@ocr.org.uk

(Please note that as part of our quality assurance programme, your call may be recorded or monitored for training purposes.)

Wider issues

This qualification provides the potential for centres to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues and heighten candidates' awareness of environmental issues, health and safety considerations and European developments.

Social

All of the units within the qualification focus on the individual and key people in the individual's lives being able to promote, as much as they are able, their own independence. The units focus on the social aspects of people's life as they are based on empowering and using active support to enable individuals to be as independent as is possible. Within the units communication is a critical aspect, this again contributes to demonstrating the social aspects underpinning the qualification.

Legislation

Legislation is covered in all units through the knowledge section on legislation and organisational policy and procedures and within relevant criteria.

Economic

Economic aspects of the qualification will be found when reference is made to resources, facilities and services and for health and safety issues.

Sustainable development

Sustainable development has been used in true ecological sense of recycling and utilizing disposable materials to enable the sustainability of scarce resources.

Health and Safety

Health and safety is an important element of all of the units, either relating to health and safety issues generally (equipment/materials etc) and through the identification, assessment and management of risk of danger, harm and abuse (including self harm and abuse) to individuals, key people, other associated people (eg people within networks or the community where the individual is), other people with whom the candidate works and the candidate. This is usually explicitly stated within the knowledge and performance or the knowledge alone. In some instances the need to take account of risk is implicit within the unit

European developments

Within the qualification the European dimensions are embedded in the knowledge and related to legislation.

Access to assessment

Centres should ensure that all candidates are given equal opportunity to demonstrate their competence for the NVQ against specified criteria. All of the specified criteria must be met by all candidates independently and may not be reworded or omitted in any circumstances. However, candidates may use mechanical, electronic and other aids in order to demonstrate competence so long as the aids are generally commercially available and can feasibly be used on employers' premises. OCR's publication *Access to Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications. Regulations and Guidance Relating to Candidates with Particular Requirements* (reference code L16) provides further advice on assessment arrangements for candidates with special assessment needs.

Funding

This qualification is accredited at Level 4 of the National Qualifications Framework and is eligible for funding.

Appeals procedure

In exceptional circumstances, if a centre disagrees with a decision made by an OCR external verifier, systems auditor or evaluator the centre has the right to appeal.

Equally, if a candidate disagrees with the assessment decision, the candidate has the right to appeal.

You can get more information on the OCR Appeals Procedure in our publication *National Vocational Qualifications and Other Verified Qualifications – Centre Guidance* (reference code L526). This publication is also available on the OCR website www.ocr.org.uk

ASSESSMENT AND VERIFICATION

Assessment: How it works

It is the assessor's role to satisfy themselves that evidence is available for all performance, knowledge and evidence requirements before they can decide that a candidate has finished a unit. Where performance and knowledge requirements allow evidence to be generated by other methods, for example by questioning the candidate or simulation, assessors must be satisfied that the candidate will be competent under these conditions or in these types of situations in the workplace in the future.

Candidates may claim accreditation of prior achievement for any of the units, as long as the evidence fully meets the criteria and the candidate can prove that it is all their own work. It is important also that assessors are convinced that the competence claimed is still current. If the assessors have some doubts, they should take steps to assess the candidate's competence directly. An initial assessment of candidates is recommended (see **Initial assessment**).

When assessors are satisfied that the candidate has met all of the requirements for a unit, they must confirm this by signing the evidence record sheet for that unit to show that the assessment process is complete.

Initial assessment

It is important for centres to carry out some form of initial assessment that identifies what competence and knowledge a candidate already has and the gaps that they need to look at. This will help plan the assessment because it allows assessors to help candidates understand the best place to start collecting evidence. It will also identify units which candidates might have difficulty finishing. This is important at the initial assessment stage to ensure that candidates commence a programme leading to the appropriate NVQ at the appropriate level.

Assessment planning

Assessors must take responsibility for assessment planning with candidates. This will involve agreeing a number of issues with candidates including:

- finding the best source of evidence to use for particular units
- finding the best way of assessing the candidate
- confirming the best times, dates and places for the assessments to take place.

Assessors must make a note of their assessment planning and regularly give feedback to candidates. To help support this template forms are available within the OCR *NVQ Toolbox* (reference code L391).

Making assessment decisions

It is not necessary for candidates to meet all the criteria every time they carry out an activity but they must consistently provide enough evidence for assessors to believe that the candidate is competent in their working environment. All criteria must be completed before the assessor can sign the unit off as complete.

In line with the Learning and Development standard A1, assessors should:

- plan with the candidates
- assess candidate performance, knowledge and understanding
- look at the evidence
- question and give feedback to the candidate working towards these qualifications.

They should also be satisfied that the candidate has demonstrated competence over a reasonable period of time and they can reliably demonstrate it in the future.

Assessors should be careful to deal with the criteria as a whole when assessing a candidate's work. They cannot assess individual criteria separately, without recognising how all the units are connected to one another.

You can get more information on assessment in our publication, *National Vocational Qualifications and Other Verified Qualifications – Centre Guidance* (reference code L526)

Methods of assessment

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

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

Valid

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

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

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's policy on "data protection" as evidence towards the requirement of unit 41 "Use and develop methods and systems to communicate records and report", unless developed by the candidate, as it would not allow for valid assessment. It may be more appropriate for the candidate and assessor to have a discussion about the policy and for the candidate to explain how it is relevant, illustrated with examples from their work of their compliance to the requirements. This discussion could then be assessed by the assessor and recorded as evidence.

Reliable

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

Safe and manageable

Assessors and internal verifiers must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation they work for.

Suitable to the needs of the candidate

OCR has tried to make sure that achievement of this NVQ is free from constraints outside the requirements of the candidate's job role.

Assessment arrangements can be changed, where the standards allow. The type of any special arrangement will depend on a candidate's personal circumstances, their job role, and the requirements of the particular unit (see **Access to assessment**).

If centre staff think that any aspect of this NVQ unfairly restricts access and progression, they should talk to their OCR external verifier about this.

OCR in partnership with the Health and Social Care Councils and other awarding bodies have identified the following main assessment methods which are suitable for this NVQ:

- **direct observation** of practice by a qualified assessor or by the expert witness for occupational specific units
- **examining the evidence** by an assessor
- **questioning** the candidate or witness by an assessor
- **inference of knowledge** from direct observation.

In some situations, the assessor can speak to the candidate to provide evidence of the candidate's performance and knowledge (see **Professional discussion**).

Observation

Only identified expert witnesses or approved and qualified assessors (see **Expert witness, assessor and internal verifier requirements**) may carry out observations for the assessment of these qualifications.

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

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

Examining the evidence

Only approved and qualified assessors (see **Assessor and internal verifier requirements**) may examine the evidence for the assessment of these qualifications.

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

For example:

The process that the candidate carries out could be recorded in a personal statement or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the NVQ.

The product of a candidate's work could be, for example, care plans, project reports, case studies, service user/carer testimony.

After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

Questioning

Only approved and qualified assessors (see **Assessor and internal verifier requirements**) may verbally question a candidate or witness for the assessment of these qualifications.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

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

Assessors should ask open questions, for example questions where the candidate has to give an answer (other than 'yes' or 'no'). You should also be careful to avoid complicated questions which may confuse the candidate.

It is important that assessors record assessment decisions after they have questioned the candidate. They must record enough information to justify the decisions they make. This does not mean that assessors must record, word for word, the questions put to the candidate and the answers the candidate gives. However, assessors must record enough information about what they asked and how the candidate replied to allow the assessment to be verified.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Assessors should be able to speak to witnesses such as service users/carers and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm a candidate's competence over a period of time.

Professional discussion

Professional discussion is between a candidate and an assessor. The discussion focuses on one or more case histories. The assessor asks the candidate a series of questions about the case histories and records the discussion (in writing, on audio tape, or on video tape). The assessor will need the candidate to prove how they are able to confirm their verbal testimony (and case history) in other ways, for example, product evidence and witness testimonies.

Witness testimonies

Witness testimonies can be used as evidence of a candidate's performance. Such testimonies could be made verbally to the assessor or could be written in a short note.

If a witness provides a written statement they should include the following:

- the candidate's name
- the date, time and venue of the activity carried out
- a description of the activities performed by the candidate
- the date of writing the testimony
- a description of their relationship to the candidate
- their signature and job title
- their contact details (such as telephone number).

It is not appropriate for witness testimonies to contain a list of the skills to which it relates. Witnesses must direct the information in their testimonies to describing what the candidate did. The assessor will then judge whether the candidate's activities demonstrate competence to the standards.

Personal statements

This is a candidate's own account of what they did, backed up by reference to evidence or witnesses. Candidates can also produce logs or diaries, reflective accounts, practice journals, but someone who can authenticate them as a true account of what took place must countersign these.

Performance evidence

Performance evidence provides proof of what a candidate can do. Sometimes, performance evidence can also provide evidence of what a candidate knows. Performance evidence can take the form of the following:

- products or outcomes of the candidate's work (for example, things that the candidate produced or worked on). The evidence presented for assessment may be the actual product or a record of the product. If group work is used as evidence, the candidate's contribution must be identified clearly. Other products (for example, company policies) may have been reproduced by someone else but relate to the candidate and their competence
- proof of the way the candidate carried out their work (that is, the process they went through). An assessor's observation of a candidate or a witness' testimony or service user testimony, both provides performance evidence and would be suitable for this NVQ.

Where evidence comes from

Evidence may come from a number of different sources, for example:

- performance evidence may come from a candidate carrying out workplace activities
- knowledge evidence may come from a candidate carrying out workplace activities or from the candidate answering the assessor's questions.

Important: Real work

The qualification requires that all assessment of a candidate's performance must take place within the workplace, and that observation should be of naturally occurring practice within the candidate's work role. This will include the demonstration of the application of knowledge. This principle will apply to all units, and elements, except where simulation has been deemed acceptable.

Important: Simulation

Simulations should only be undertaken in the minority of cases, where the candidate is unable to complete the standards because of the lack of opportunity within their practice,

- where performance is critical but events occur infrequently and yet a high degree of confidence is needed that the candidate would act appropriately – for example, where there is a high risk of harm or abuse to the individuals, key people in their lives and others, or where events such as medical emergencies (such as cardiac arrest) occur and competence is vital to ensure best practice and results
- where performance is critical, happens frequently but where there is risk of harm to the candidate or service user in a real situation, for example, dealing with aggressive or abusive situations (although evidence from direct observation should be used where possible).

Where simulations are used they **must** replicate working activities in a realistic workplace environment.

The use of simulation will be indicated in each unit. A realistic working environment is defined by an environment that replicates what is likely to happen when an individual is carrying out their normal duties and activities.

Medium that can be used

Evidence can take many forms, for example, photographs, videos, audio tapes, CD-ROMs, floppy disks and paper-based or digitally formatted documents. Information relating to practice information must comply with legal requirements and best practice in the sector in relation to confidentiality of information.

Amount of evidence needed

It is difficult to give a detailed answer to this question as it depends on the type of evidence collected and the judgement of assessors.

For a candidate to be judged competent in a unit, the evidence presented must satisfy:

- all the performance criteria
- all knowledge and understanding listed
- everything in the section **evidence requirements**.

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

OCR may accept some evidence from candidates who have been assessed in a language other than English, Welsh or Irish as long as there is enough evidence to show that candidates are competent in English, Welsh or Irish to the standard required for competent performance throughout the UK.

Cumulative assessment record (CAR)

As well as collecting evidence, candidates must record all their assessed evidence in their personal **cumulative assessment record (CAR)**. The CAR is the candidate's record of what evidence has been accepted as proof of competence and where that evidence can be found. It can also be used to record progress towards, and achievement of, elements and units of competence.

To build a CAR that a candidate will need to complete, please refer to their candidate resource pack.

Filling in the CAR is an ongoing process involving discussion and agreement between the candidate and their assessor. The candidate should fill in and keep the CAR while working towards their NVQ. An assessor may help the candidate complete the CAR if necessary.

Centres can design their own recording documents if they want to. You should talk about any document you want to use with your external verifier before you use them. OCR's publication *National Vocational Qualifications and Other Verified Qualifications – Centre Guidance* includes information and criteria for designing recording documents.

We have provided other forms and recording documents which assessors and candidates might want to use for this NVQ (see **Recording documents**).

Verification – How it works

Internal verification

It is the centre's responsibility to appoint an internal verifier to manage the internal verification process. The purpose of internal verification is to make sure and show that assessment is valid and consistent, through monitoring and sampling assessment decisions.

Internal verifiers must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities (see section **Important: Simulation**).

The role of the internal verifier is more fully explained in *National Vocational Qualifications and Other Verified Qualifications – Centre Guidance* (reference code L526).

External verification

We will appoint and train an external verifier who will visit the centre regularly to monitor the quality of assessments and internal verification.

External verifiers will want to interview candidates, expert witnesses, assessors and internal verifiers during their visits. Assessment records and evidence for all candidates must also be available for verifiers to view if required. It is the assessor's (and not the internal or external verifiers') responsibility to 'sign off' each unit of competence.

Centres should have the following available for each external verification visit:

- a list of candidates registered for this qualification, together with their achievements to date plus certification records
- a register of all expert witnesses, who have made a significant contribution to the assessment process
- access to evidence (for example, up-to-date portfolios) and CARs
- completed Certification Record Forms (CRFs) and Certification Summary Forms (UB99s) for those candidates claiming certification
- relevant assessors and selected candidates as requested by the external verifier (EV), including those whose certificates have been claimed through Direct Claims Status (DCS)
- all portfolios (access to evidence) relating to certificates claimed through DCS
- a copy of the external verifier's last visit report
- a sample signature list for all assessors and internal verifiers
- curriculum vitae and D/A unit certificates of new members of the assessment team
- all **centre records** (see **Centre records – assessment and verification** for more details)
- evidence of achieving action points since the last external verifier visit and systems audit report
- notes of any action carried out due to particular points mentioned by a systems auditor or external verifier in any correspondence since their last visit
- tutor qualification candidate matrix
- recommendations to the external verifier
- if professional discussion is used, ensure all tapes and appropriate equipment (eg video recorders) are available.

Centre records – assessment and verification

A centre must make sure that assessment and verification records are available for external verification purposes. Assessment and/or internal verification records must record the following minimum information:

- candidate's name
- the title and level of the NVQ they are taking
- candidate's start date on the programme and confirmation of registration with OCR
- name of the assessor
- name of expert witness (if applicable)
- name of the internal verifier
- date and outcome of the initial assessment of the candidate
- dates and details of candidate reviews and feedback sessions
- dates of all assessments and their outcomes (that is, the decision whether the candidate has met the requirements or not) cross-referenced to the unit
- enough detail of the assessment to justify the decision made
- an indication of the use of simulation, if used
- dates and outcomes of internal verification
- action resulting from internal verification
- certification.

Records should show formative assessment decisions (ongoing decision making), summative assessment decisions and feedback to the candidate.

EXPERT WITNESS, ASSESSOR AND INTERNAL VERIFIER REQUIREMENTS

Important:

Expert witnesses

Expert witnesses must have:

- a working knowledge of National Occupational Standards (NOS) for the units on which their expertise is based
- current expertise and occupational competence ie within the last two years, either as a practitioner or manager, for the units on which their expertise is based. This experience should be credible and clearly demonstrable through continuing learning and development. In due course the implementation of regulatory requirements may mean that expert witness will need to hold appropriate Care/Health qualifications
- either any qualification in assessment of workplace performance, such as L20 from the Learning and Development suite, Support Competence achieved in the workplace, or a professional work role which involves evaluating the everyday practice of staff.

Assessors

All Assessors must:

- be occupationally competent. This means that each assessor must be capable of carrying out the functions covered by the units they are assessing to the standard described within them, according to current sector practice. This experience should be credible and maintained through clearly demonstrable continuing learning and development. In due course, the implementation of regulatory requirements may mean that assessors will need to hold appropriate care/health qualifications
- have knowledge of the health and social care settings, the regulation, legislation and codes of practice for the service (where applicable), and the requirements of national standards at the time any assessment is taking place
- hold or be working towards, an appropriate assessor qualification. Achievement of the qualification will need to be within appropriate timescales
- be able to assess holistically the values contained and embedded in the values section of the National Occupational Standards
- take the lead role in the assessment of observed candidate performance. Assessors are expected to take on this role in relation to at least the core units of the award. Where only two of the core units are undertaken, assessors are expected to observe candidate performance in relation to at least 2 further units.

Assessors who are not yet qualified against the appropriate 'D' or 'A' units but have the necessary occupational competence and experience, can be supported by a qualified assessor who does not necessarily have the occupational expertise or experience, but must have:

- occupational competence across some units
- a relevant occupational background
- an appropriate assessor qualification.

If more than one assessor is required, assessment needs to be coordinated. One of the assessors involved in the process will draw together all assessment decisions made by specialist assessors, and the contributions from expert witnesses across the whole qualification.

Internal Verifiers

Internal verifiers must:

- be occupationally knowledgeable in respect of the units they are going to verify prior to commencing the role. It is crucial that internal verifiers understand the nature and context of the assessors' work and that of their candidates due to the critical nature of the work and the legal and other implications of the assessment process
- have working knowledge of the health and social care settings, the regulation, legislation and codes of practice for the service (where applicable), and the requirements of national standards at the time any assessment is taking place
- occupy a position that gives them authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other internal verification roles as defined by the relevant national occupational standard (for example V1)
- hold, or be working towards, the appropriate Internal verifier qualification. Achievement of the qualification must be within appropriate timescales.

Internal verifiers who are not yet qualified against the appropriate 'D' or 'V' units but have the necessary occupational competence and experience, can be supported by a qualified internal verifier who does not necessarily have the particular occupational expertise or experience. However, the supporting internal verifier must have relevant occupational expertise as a practitioner, manager or trainer. This can also be used as a method of supporting the accreditation of trainee internal verifiers.

Without a suitably qualified internal verifier, the approved assessment centre cannot submit claims for certification to OCR. (See OCR's *National Vocational Qualifications and Other Verified Qualifications – Centre Guidance*, reference code L526.)

ADMINISTRATION ARRANGEMENTS

Centre approval

To seek approval to offer this qualification, centres must complete an application form. Centres who are new to OCR must complete an 'Application for Approval as an OCR Centre for N/VQs (VQ1)'. Centres who already offer NVQs with OCR must complete an 'Application for Approval to Run Additional N/VQs (VQ1a)'.

**These forms are available from Operations, OCR, Coventry Office,
Westwood Way, Coventry, CV4 8JQ - Telephone 024 7647 0033
Fax 024 7646 8080**

Once the application and supporting documentation has been submitted to OCR, the centre can expect to be contacted with a view to setting up an evaluation visit.

Before submitting the application form, centres are advised to read the OCR booklet *National Vocational Qualifications and Other Verified Qualifications - Centre Guidance* (reference code L526) for more details on all aspects covered in this introduction, including full details of the approval process and criteria.

OCR's advisory service

Centres considering seeking approval to offer these qualifications (or any other qualification we offer) might be interested to know that OCR staff are available to help with any aspect of setting up an assessment centre. Through an advisory telephone call or visit, centres can benefit from experience gained in existing centres. Many centres ask for help in the following areas:

- identifying potential candidates and marketing opportunities
- meeting OCR requirements
- identifying resourcing levels both in terms of staff and equipment
- the documents needed, both for the benefit of future candidates and to ensure a smooth-running operation
- help in filling in centre approval forms.

More information on our advisory service can be requested from the OCR Information Bureau, OCR, Coventry Office, Westwood Way, Coventry, CV4 8JQ Telephone 024 7685 1509 or email cib@ocr.org.uk

(Please note that as part of our quality assurance programme, your call may be recorded or monitored for training purposes.)

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CERTIFICATION

Certification

Claiming certificates

The internal verifier must fill in a Certification Record Form (CRF) when a candidate has finished as much of the qualification as they want at that time. This can be requested from Operations, OCR, Coventry Office, Westwood Way, Coventry, CV4 8JQ

- You can only submit units that the candidate has finished.
- The candidate's assessor must have accepted and signed off the units.

If the candidate is claiming the full qualification, then we will issue two certificates:

- a certificate listing the units
- a certificate giving the full qualification title **OCR Level 4 NVQ in Health and Social Care (Adults) or OCR Level 4 NVQ in Health and Social Care (Children and Young People)**

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

Important: Ten-week rule

Candidates must be registered with us for the NVQ at least ten weeks before they claim for certification for a full award.

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QUALIFICATION SPECIFICATION

OCR LEVEL 4 NVQ IN HEALTH AND CARE

(Qualification Accreditation Number 100/4926/5)

To achieve this qualification, candidates must achieve 8 units made up of 4 Core units and 4 Optional units (including the choice of the specialist unit/route).

Candidates can also undertake the additional unit, although this is not required to complete the qualification.

Core Units

41 Use and develop methods and systems to communicate record and report

(QCA Unit Number T/102/8825)

- 41a Identify methods and systems to promote effective communication and engagement with individuals and key people
- 41b Develop and use communication methods and systems to promote effective communication
- 41c Evaluate communication methods and systems
- 41d Maintain and share evidence based records and reports

42 Contribute to the development and maintenance of healthy and safe practices in the working environment

(QCA Unit Number A/102/8826)

- 42a Contribute to monitoring compliance with health, safety and security regulations and requirements
- 42b Contribute to the development of systems to manage risk to self, staff and others
- 42c Contribute to the development of health, safety and security policies, procedures and practices

43 Take responsibility for the continuing professional development of self and others

(QCA Unit Number F/102/8827)

- 43a Take responsibility for own personal and professional development
- 43b Contribute to the personal and professional development of others

Two Qualification Routes

Either

Children and Young People Route

44 Develop practice which promotes the involvement, well-being and protection of children and young people

(QCA Unit Number J/102/8828)

- 44a Develop and support practice that values and respects children and young people's rights and responsibilities
- 44b Develop and support practice that enables children and young people to express their views and preferences
- 44c Promote the protection of children and young people from harm and abuse

Or

Adults Route

45 Develop practices which promote choice, well-being and protection of all individuals

(QCA Unit Number L/102/8829)

- 45a Develop and maintain effective relationships to promote the individual's choice about their care
- 45b Promote the individual's rights to expect and receive respect for their diversity, difference and preferences
- 45c Promote the protection of all individuals

Optional Units

Children and Young People Specific Optional Units

46 Independently represent and advocate with, and on behalf of, children and young people

(QCA Unit Number F/102/8830)

- 46a Work with children and young people to identify how and by whom they wish to be represented
- 46b Work with children and young people to represent their needs and wishes
- 46c Help children and young people understand the procedures and outcomes from the representation
- 46d Support children and young people to evaluate their experiences of the advocacy support and the systems they have encountered

47 Help parents and carers to acquire and use skills to protect and take care of children and young people

(QCA Unit Number J/102/8831)

- 47a Identify with parents and carers, the skills they require to protect and take care of their children and young people
- 47b Help parents and carers develop, use and evaluate their interactions, behaviour and parenting skills
- 47c Observe and evaluate parents and carers inter-acting with children and young people

48 Demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice

(QCA Unit Number D/102/4798)

- 48a Develop leadership practice which promotes the well-being of individuals through group care
- 48b Develop and demonstrate a leadership style that promotes a culture of openness and participation
- 48c Manage practice issues, conflicts and dilemmas
- 48d Promote a positive image of residential care as a part of the overall service

49 Develop and maintain an environment which safeguards and protects children and young people

(QCA Unit Number D/102/4803)

- 49a Develop and maintain an open and safe environment
- 49b Assess risk and minimise harm to individual children and young people and the group
- 49c Protect children and young people from emotional, physical and sexual abuse, neglect and bullying
- 49d Create and maintain an environment which promotes acceptable behaviour

Adult Route Specific Units

410 Advocate with, and on behalf of, individuals, families, carers, groups and communities

(QCA Unit Number Y/102/6176)

- 410a Assess whether you should act as an advocate for the individual, family, carer, group and community
- 410b Assist individuals, families, carers, groups and communities to access independent advocacy
- 410c Advocate for, and with, individuals, families, carers, groups and communities

411 Manage a service which meets the best possible outcomes for the individual

(QCA Unit Number L/101/3277)

- 411a Ensure services are designed and reviewed to promote and maximise the achievement of the best possible outcomes for individual individuals
- 411b Ensure the promotion of participation and independence in order to facilitate the achievement of the best possible outcomes
- 411c Manage and monitor systems for the assessment of risk of abuse, failure to protect and harm to self and others
- 411d Manage and monitor systems for the administration of medication

412 Ensure individuals and groups are supported appropriately when experiencing significant life events and transitions

(QCA Unit Number R/101/3278)

- 412a Design and implement a service which addresses the needs of individuals experiencing significant life events
- 412b Ensure the service responds effectively to individuals experiencing major life changes or losses

Generic Optional Units

413 Manage requests for health and care services

(QCA Unit Number L/102/8832)

- 413a Promote the health and care services offered by your organisation
- 413b Evaluate your organisation's ability and willingness to provide health and care services for individuals
- 413c Process successful requests for health and care services

414 Assess individual needs and preferences

(QCA Unit Number R/102/8833)

- 414a Work with individuals to assess their needs and preferences
- 414b Support staff, individuals and key people to identify changes in the care needs of individuals
- 414c Revise assessments to meet the changing needs and preferences

415 Produce, evaluate and amend service delivery plans to meet individual needs and preferences

(QCA Unit Number Y/102/8834)

- 415a Develop service delivery plans
- 415b Monitor service delivery plans
- 415c Evaluate and make adjustments to service delivery plans

416 Develop, implement and review care plans with individuals

(QCA Unit Number D/102/8835)

- 416a Develop care plans to meet individual needs and preferences
- 416b Implement care plans
- 416c Review and revise care plans to meet changing needs, preferences and circumstances

417 Assess individuals' mental health and related needs

(QCA Unit Number H/102/8836)

- 417a Determine the appropriateness and priority of referrals
- 417b Agree the nature and purpose of assessments with individuals
- 417c Assess the nature and extent of individuals' mental health and related needs in accordance with relevant legislation
- 417d Agree courses of action with individuals following assessments

418 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs

(QCA Unit Number K/102/8837)

- 418a Obtain information about individuals' mental health needs
- 418b Identify and review the preferred options of individuals for addressing their mental health needs
- 418c Review needs, risks and options taking into account legal and other requirements
- 418d Agree a course of action to meet individual's mental health needs

419 Provide advice and information to those who enquire about mental health needs and related services

(QCA Unit Number M/102/8838)

- 419a Determine individual's requirements for advice and information about mental health needs and related services
- 419b Provide advice and information about mental health needs and related services

420 Promote leisure opportunities and activities for individuals

(QCA Unit Number T/102/8839)

- 420a Raise awareness of the value of leisure opportunities and activities for individuals
- 420b Negotiate and agree leisure opportunities and activities for individuals

421 Promote employment, training and education opportunities for individuals

(QCA Unit Number K/102/8840)

- 421a Raise awareness of the value of employment, training and education for individuals
- 421b Negotiate employment, training and education opportunities for individuals

422 Promote housing opportunities for individuals

(QCA Unit Number M/102/8841)

- 422a Raise awareness of the housing needs of individuals
- 422b Negotiate and agree housing for individuals

423 Assist individuals at formal hearings

(QCA Unit Number T/102/8842)

- 423a Support individuals to understand the format and proceedings of the formal hearing
- 423b Work with individuals to identify and understand papers, documents and likely outcomes from the hearing
- 423c Assist individuals to present their case at the hearing
- 423d Support individuals to evaluate and understand the outcomes and assess the implications of the outcomes on themselves and others

424 Supervise methadone consumption

(QCA Unit Number A/102/8843)

- 424a Establish and maintain contact with methadone prescribers and individuals
- 424b Dispense methadone prescriptions for individuals
- 424c Supervise methadone consumption by individuals

425 Support people who are providing homes for individuals and/or children and young people

(QCA Unit Number F/102/8844)

- 425a Provide information and support for those providing homes for individuals and/or children and young people
- 425b Support those who are providing homes for individuals and/or children and young people
- 425c Review the care being provided for individuals and/or children and young people

426 Empower families, carers and others to support individuals

(QCA Unit Number J/102/8845)

- 426a Promote the contribution of families, carers and others to supporting individuals
- 426b Work with families, carers and others to achieve positive goals for individuals
- 426c Enable families, carers and others to review the effectiveness of the support they provide

427 Assess the needs of carers and families

(QCA Unit Number L/102/8846)

- 427a Identify the needs, vulnerabilities and circumstances of carers and families
- 427b Evaluate and review the needs, vulnerabilities and circumstances of carers and families
- 427c Make and present assessments of the needs, vulnerabilities and circumstances of carers and families

428 Develop, implement and review programmes of support for carers and families

(QCA Unit Number R/102/8847)

- 428a Obtain information about the needs of carers and families
- 428b Develop programmes of support for carers and families
- 428c Implement programmes of support for carers and families
- 428d Review the effectiveness of the support programmes with carers and families

429 Work with groups to promote individual growth, development and independence

(QCA Unit Number R/102/6175)

- 429a Identify opportunities to form and support groups
- 429b Use group programmes, processes and dynamics to promote individual growth, development and independence, and to foster interpersonal skills
- 429c Help groups to achieve planned outcomes for their members and to evaluate the appropriateness of their work
- 429d Disengage from groups appropriately

430 Support the protection of individuals, key people and others

(QCA Unit Number Y/102/8848)

- 430a Support individuals to identify and take action to deal with situations, events and behaviour that may result in danger, harm and abuse
- 430b Support individuals to evaluate and provide feedback on actions to manage the risk of danger, harm and abuse
- 430c Monitor and evaluate systems to protect individuals

431 Support individuals where abuse has been disclosed

(QCA Unit Number D/102/8849)

- 431a Support individuals who disclose abuse
- 431b Support individuals who have been abused

432 Enable families to address issues with individuals' behaviour

(QCA Unit Number R/102/8850)

- 432a Negotiate and agree with families how they may help individuals address their behaviour
- 432b Support families as they help individuals address their behaviour
- 432c Enable families to review the effectiveness of addressing individuals' behaviour

433 Develop joint working agreements and practices and review their effectiveness

(QCA Unit Number Y/102/8851)

- 433a Establish requirements for joint working
- 433b Agree and review joint working agreements and practices
- 433c Identify and work within the boundaries, roles and responsibilities of joint working agreements and practices

434 Maintain and manage records and reports

(QCA Unit Number D/102/8852)

- 434a Maintain records and reports
- 434b Provide evidence for judgements and decisions
- 434c Implement legal and policy frameworks and protocols for access to records and reports
- 434d Share information with individuals, families, groups and communities

435 Manage the development and direction of the provision

(QCA Unit Number H/102/4799)

- 435a Develop, implement and review a Statement of Purpose
- 435b Manage time and resources to deliver a quality service
- 435c Contribute to the strategic and business planning of the service
- 435d Contribute to the management and monitoring of budgets

436 Promote and manage a quality provision

(QCA Unit Number F/102/4809)

- 436a Develop systems to ensure that quality standards are implemented and achieved
- 436b Implement policies to maximise quality of care, protection and appropriate control
- 436c Ensure residents are involved in setting up and monitoring quality systems
- 436d Monitor and review quality systems, policies and procedures

437 Promote your organisation and its services to stakeholders

(QCA Unit Number H/102/8853)

- 437a Plan to promote your organisation and its services
- 437b Communicate key messages to stakeholders
- 437c Evaluate the effectiveness of promotional activities

438 Develop and disseminate information and advice about substance use, health and social well-being

(QCA Unit Number K/102/8854)

- 438a Plan the production of information and advice materials
- 438b Design and produce information and advice materials
- 438c Disseminate information and advice materials
- 438d Evaluate the production and dissemination of information and advice materials

439 Contribute to the development of organisational policy and practice

(QCA Unit Number M/102/8855)

- 439a Contribute to identifying potential for organisational development
- 439b Present information and ideas to contribute to organisational development

440 Support effective governance

(QCA Unit Number T/102/8856)

- 440a Establish your organisation's legal, regulatory, social and ethical responsibilities
- 440b Ensure compliance with legal, regulatory, social and ethical responsibilities

441 Invite tenders and award contracts

(QCA Unit Number A/102/8857)

- 441a Invite and evaluate tenders
- 441b Negotiate and award contracts for the provision of services

442 Monitor and evaluate the quality, outcomes and cost-effectiveness of substance misuse services

(QCA Unit Number F/102/8858)

- 442a Manage the performance of providers of substance misuse services
- 442b Evaluate and improve the quality, outcomes and cost-effectiveness of services

443 Procure services for individuals

(QCA Unit Number J/102/8859)

- 443a Specify services to meet the needs of individual service users
- 443b Negotiate and agree contracts for specific services
- 443c Monitor and evaluate the quality of services provided

444 Contribute to the selection, recruitment and retention of staff to develop a quality service

(QCA Unit Number T/102/4807)

- 444a Identify requirements for staff selection
- 444b Contribute to the recruitment of staff in accordance with legal, regulatory and service guidance
- 444c Ensure recruitment of suitable staff to meet the needs of the service
- 444d Contribute to staff retention policies and practice

445 Recruit and place volunteers

(QCA Unit Number A/102/8860)

- 445a Specify volunteer roles and the knowledge, skills and experience required
- 445b Assess with volunteers their suitability for volunteer roles
- 445c Place volunteers
- 445d Enter into volunteering agreements with volunteers

446 Manage a dispersed workforce to meet the needs and preferences of individuals at home

(QCA Unit Number F/102/8861)

- 446a Manage the work of staff in an individual's home
- 446b Supervise and support staff to ensure that health and care services are meeting individual needs and preferences
- 446c Respond to day-to-day changes and emergencies

447 Represent the agency in courts and formal hearings

(QCA Unit Number M/101/7449)

- 447a Exchange information at courts and formal hearings
- 447b Present reports at courts and formal hearings

448 Provide and obtain information at courts and formal hearings

(QCA Unit Number M/101/7483)

- 448a Provide and obtain written information at courts and formal hearings
- 448b Make oral contributions to courts and formal hearings

449 Represent one's own agency at other agencies' meetings

(QCA Unit Number U1054565)

- 449a Obtain information from other agencies' meetings
- 449b Make contributions to other agencies' meetings

450 Develop risk management plans to support individual's independence and daily living within their home

(QCA Unit Number J/102/8862)

- 450a Prepare to carry out risk assessments
- 450b Carry out risk assessments
- 450c Develop, agree and regularly review risk management plans for individuals

451 Lead teams to support a quality provision

(QCA Unit Number L/102/8863)

- 451a Establish effective working relationships with team members
- 451b Establish and support team members to carry out their work activities, roles and responsibilities
- 451c Assess and provide feedback on individual and team performance

Additional Unit for both routes**452 Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals**

(QCA Unit Number R/102/8864)

- 452a Contribute to developing, maintaining and evaluating systems that respect the rights and interests of individuals
- 452b Contribute to developing, maintaining and evaluating systems to ensure that everyone is treated equally
- 452c Contribute to developing, maintaining and evaluating systems that promote confidence in you and your organisation

The Units and Evidence requirements for the OCR Level 4 NVQ in Health and Social Care can be located in the folder 'Units' on this CD.

RECORDING DOCUMENTATION

Recording assessment

OCR has provided a master evidence record sheet and a record of achievement. These can be located in the folder 'Recording documentation'. When evidence is recorded on the evidence record sheet, assessors will be advised to identify the method that has been used to assess the evidence. OCR external verifiers will look for this information when verifying the NVQ.

Recording the method of assessment

The master evidence record sheet includes a box in which you must record the method of assessment. The following list shows the individual codes you should use when filling in these record sheets:

Method of assessment used	Code to be inserted on evidence reference sheet
Observation of the candidate by the assessor	O
Examination of the evidence by the assessor:	
Examination of a product	EP
Examination of the witness/expert testimony	EWT
Examination of a case history	ECH
Examination of a personal statement	EPS
Examination of written answers to questions	EWQ
Questioning of the candidate or witness by the assessor	
Questioning of the candidate	QC
Questioning of the witness	QW
Professional Discussion	PD
Simulated Activities	S

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SAMPLE RECORDING DOCUMENTS

The following recording documents are included:

- evidence record sheet
- record of achievement.

Evidence record sheet (Candidates need one for each unit)

This form (or a suitable alternative) is mandatory for candidates' Cumulative Assessment Record (CAR). It is the vehicle for linking evidence to the 'performance criteria' and 'knowledge and understanding'. The evidence for the unit should be listed (as it is collected) down the left-hand side. The assessment method should be indicated and then the relevant 'performance criteria', 'knowledge and understanding' and 'scope' (where applicable) that the candidate is claiming should be written in the appropriate column. The evidence record sheet, where possible, should be filled in by the candidate with the help of an assessor if necessary.

Record of achievement

This form is designed to record a candidate's progress through the qualification. It will show, at a glance, which units the assessor considers the candidate to have finished and met all the requirements for.

The sample recording documents for OCR Level 4 NVQ in Health and Social Care can be located in the folder 'Recording documents' on this CD.

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CANDIDATE RESOURCE

Welcome to the OCR Level 4 NVQ in Health and Social Care. This resource contains important information about your qualification along with forms and charts for you to use as you identify evidence from your work that demonstrate your competences.

NVQ

An **NVQ** (National Vocational Qualification) is a qualification that assesses someone's competence (that is the skills, knowledge and understanding they have) principally in a work situation. NVQs are based on the national occupational standards that describe the level and breadth of performance expected of individuals who's work involves Health and Social Care practices. This NVQ is based on the national occupational standards developed by Skills for Health, Skills for Care, Care Council for Wales, Northern Ireland Social Care Council and the Scottish Social Services Council. They are the government approved bodies who set the standards for the Health and Social Care Sector.

QCA

Both the structure of this NVQ and the standards (units) from which it has been designed have been approved by the Qualification and Curriculum Authority (**QCA**). Your awarding body for this NVQ is Oxford Cambridge and RSA Examinations Board (OCR), QCA has accredited this NVQ and the accreditation number is shown below:

OCR Level 4 NVQ in Health and Social Care 100/4926/5 (QCA accreditation number).

This qualification has 2 specialist routes; these routes have been developed to allow candidates to demonstrate competence in specialisms that relate to the context of their work role. Registrations must be made against the appropriate specialist route scheme code:

OCR Level 4 NVQ in Health and Social Care (Adults)

The OCR scheme code for this qualification is 05548

OCR Level 4 NVQ in Health and Social Care (Children and Young People)

The OCR scheme code for this qualification is 05549

More information about QCA is available on their website at www.qca.org.uk whilst the OCR website www.ocr.org.uk provides a range of information about this qualification, how we operate and other qualifications that may interest you.

Your qualification

The aim of this qualification is to recognise your skills and competences in the workplace.

The qualification is about the management and delivery of physical, emotional or enabling care to clients/service users. The candidate will be managing and delivering care in support of others, and will be accountable in the area of practice. Candidates will be working without direct supervision or on their own, such as in a client's/service users own home. Candidates will have autonomy, and will be required to make decisions within boundaries and limits agreed with their team.

Progression This NVQ will allow for **progression** to and from OCR's existing portfolio of Health and Social Care qualifications and will complement other vocational qualifications.

It is a work-oriented qualification and to achieve it you will need the opportunity to demonstrate your competence within your work role. It is open to anyone of all ages, of either gender and there are no entry barriers on grounds of race, creed or proven academic attainment or learning. You need no previous qualifications to complete this NVQ.

It has also been designed to develop the skills and knowledge you need to allow **progression** to and from other qualifications in the National Qualifications Framework, at all levels.

OCR offers a range of related qualifications in this vocational area. Visit our website at www.ocr.org.uk to see the full range.

What are the NVQ units? To achieve this qualification, candidates must achieve 8 units made up of 4 Core units (including the choice of specialist route) and 4 Optional units.

Candidates can also undertake additional units, although these are not required to complete the qualification.

Core Units

- 41** Use and develop methods and systems to communicate record and report
- 42** Contribute to the development and maintenance of healthy and safe practices in the working environment
- 43** Take responsibility for the continuing professional development of self and others

Two Qualification Routes

Either

Children and Young People Route

- 44** Develop practice which promotes the involvement, well-being and protection of children and young people

Or

Adults Route

- 45** Develop practices which promote choice, well-being and protection of all individuals

Optional units: Select 4 units from any of the optional groups

Children and Young People Specific Optional Units

- 46** Independently represent and advocate with, and on behalf of, children and young people

- 47 Help parents and carers to acquire and use skills to protect and take care of children and young people
- 48 Demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice
- 49 Develop and maintain an environment which safeguards and protects children and young people

Adult Specific Optional units

- 410 Advocate with, and on behalf of, individuals, families, carers, groups and communities
- 411 Manage a service which meets the best possible outcomes for the individual
- 412 Ensure individuals and groups are supported appropriately when experiencing significant life events and transitions

Generic Optional Units

- 413 Manage requests for health and care services
- 414 Assess individual needs and preferences
- 415 Produce, evaluate and amend service delivery plans to meet individual needs and preferences
- 416 Develop, implement and review care plans with individuals
- 417 Assess individuals' mental health and related needs
- 418 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs
- 419 Provide advice and information to those who enquire about mental health needs and related services
- 420 Promote leisure opportunities and activities for individuals
- 421 Promote employment, training and education opportunities for individuals
- 422 Promote housing opportunities for individuals
- 423 Assist individuals at formal hearings
- 424 Supervise methadone consumption
- 425 Support people who are providing homes for individuals and/or children and young people
- 426 Empower families, carers and others to support individuals
- 427 Assess the needs of carers and families
- 428 Develop, implement and review programmes of support for carers and families
- 429 Work with groups to promote individual growth, development and independence
- 430 Support the protection of individuals, key people and others
- 431 Support individuals where abuse has been disclosed
- 432 Enable families to address issues with individuals' behaviour
- 433 Develop joint working agreements and practices and review their effectiveness
- 434 Maintain and manage records and reports
- 435 Manage the development and direction of the provision
- 436 Promote and manage a quality provision
- 437 Promote your organisation and its services to stakeholders
- 438 Develop and disseminate information and advice about substance use, health and social well-being
- 439 Contribute to the development of organisational policy and practice
- 440 Support effective governance

- 441 Invite tenders and award contracts
- 442 Monitor and evaluate the quality, outcomes and cost-effectiveness of substance misuse services
- 443 Procure services for individuals
- 444 Contribute to the selection, recruitment and retention of staff to develop a quality service
- 445 Recruit and place volunteers
- 446 Manage a dispersed workforce to meet the needs and preferences of individuals at home
- 447 Represent the agency in courts and formal hearings
- 448 Provide and obtain information at courts and formal hearings
- 449 Represent one's own agency at other agencies' meetings
- 450 Develop risk management plans to support individual's independence and daily living within their home
- 451 Lead teams to support a quality provision

Additional Unit for both routes

- 452 Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals

What do the different sections of each unit describe?

Unit

Each **unit** contains:

- A brief **summary** of the unit content and element titles and the values that underpin the whole unit
- **Key words and concepts, scope**
- **Performance criteria**, this details what tasks and activities the candidate must demonstrate their performance against
- **Knowledge and understanding**, what you need to know and understand
- **Evidence requirements** specifies the amount and possible type of evidence needed to show competence

How do I achieve my NVQ?

Skills

Knowledge

Previous

qualifications

To achieve your NVQ you must prove that you have the **skills and knowledge** detailed in the NVQ units. Your assessor will judge, from your evidence, whether you have demonstrated the skills and knowledge to the necessary standard. You do not have to pass a written exam or have any **previous qualifications**, learning or experience to be able to take this NVQ.

Do I have to complete all the units to achieve my NVQ?

No. To achieve this qualification, candidates must achieve 8 units made up of 4 Core units (including the choice of specialist route) and 4 Optional units.

Candidates can also undertake additional units, although these are not required to complete the qualification.

What if I have already achieved one of the units?

Prior achievement If you have already achieved a unit (or units) from this NVQ through another awarding body, please tell your assessor and they will arrange for this to count towards your full NVQ. You will need to give your assessor your unit certificate from your previous awarding body as evidence of your **prior achievement**.

Who will assess me?

Assessor Your **assessor** will judge the evidence of your performance, knowledge and understanding against the units of competence in order to decide whether you have demonstrated competence. They will carry out an **initial assessment** of your past experience, current skills knowledge and understanding and your job role/work situation to help you decide if it's the **right NVQ for you**.

Initial assessment
The right NVQ

Can my colleagues confirm my competence?

Witness testimonies Yes. Statements written by colleagues or other people are called **witness testimonies** and they must be signed and dated by the person making the statement.

Expert witness You can also obtain testimonies off individuals who are considered to be **experts** in their field (**Expert Witnesses**). You will need to discuss this with your assessor during initial assessment.

How will I be assessed?

Assessor It is the **assessor's** role to be sure that you have provided and shown evidence for all performance, knowledge and evidence requirements, before they can decide that you have finished a unit.

In addition you may claim accreditation of prior achievement for any of the elements or units of competence, as long as the evidence fully meets the criteria and you can prove that it is all your own work. It is important also that assessors are convinced that the competence you are claiming is still current. If they have any doubts, they will assess your competence directly.

Evidence record sheet When assessors are satisfied that you have met all of the requirements for a unit, they will confirm this by signing the **evidence record sheet** for that unit to show that the assessment process is complete.

Your assessor will need to agree a number of issues with you including:

- finding the best source of evidence to use for particular units
- finding the best way of assessing you
- confirming the best times, dates and places for your assessments to take place.

Assessment planning Your assessor will record their **assessment planning** and regularly give you feedback.

Your evidence

Evidence is your proof that you meet the requirements for this NVQ.

Evidence could be:

- your practice – including the record of the observation of the candidate's performance
- your reflective account/practice journal
- products of your own work and contributions you have made, such as: care plans, minutes, reports, project reports, etc
- case studies
- witness testimony
- service user/carer testimony
- answers to oral and written questions
- written assignments and projects
- previous experience and learning
- role play.
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Performance evidence should be gathered wherever possible from naturally occurring evidence collected in the work place. Knowledge to support performance should be based on practice evidence and reflection.

Your assessor can also supply evidence (through their records of assessment for example, observations they have carried out and/or your responses to questions they have asked you).

Evidence can be anything that proves:

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

Your assessor will provide evidence to prove your skills, knowledge and understanding, by observing you carry out your duties in the workplace and writing a report on what they have observed. After your assessor has observed you, they will ask you questions to confirm what you know and understand. This **assessor's report** (one piece of evidence) could be enough evidence to fulfil a number of requirements of this NVQ.

Assessor's report

How much evidence do I need?

You do not have to produce a separate piece of evidence for each performance criteria and each knowledge requirement. Try to match each piece of evidence to as many performance criteria and knowledge requirements as you can, **across as many units** as you can.

Quality and quantity

Remember the minimum requirements for the **quality and quantity** of evidence you must provide are listed in the section of the unit called evidence requirements.

What happens to my evidence?

The evidence you provide will be assessed (checked by your assessor against the NVQ requirements). Your assessor will want you to continue providing evidence until they are satisfied that there is enough consistent proof that you are competent. To be accepted as proof of your competence, your evidence must:

- come from work you have carried out in a real work situation
- be your own work or relate to you
- reflect what you can do now, not what you could do a few years ago or what you wish to do in the future.

Where do I keep my evidence?

Portfolio

You may decide to keep some of your evidence in a file (a **portfolio** of evidence) or you may want to record what the evidence is and where it can be found. Your **portfolio** can be paper based or in an electronic format. For example, if you keep records of care plans on a spreadsheet you may want to print a section from this record as evidence to be stored in your **portfolio**.

Signposting

However, you may decide to make a note of what records you entered and where they can be found. This is called **signposting** evidence. The important thing to remember about evidence is that it must be available for your assessor to assess and for other people (called internal and external verifiers) to have access to in the future.

My work involves confidential information, how can I use this as evidence?

Confidential information

In some situations, the work that you are involved with may include **confidential information** relating to your organisations service users. It may not be appropriate to include this information in your portfolio of evidence.

If the evidence contains, for example, confidential service user information, this information could be removed from the document before it is submitted as evidence. If the evidence takes the form of a document which is reporting on confidentiality sensitive details throughout, you could either:

Signpost

- **signpost** the evidence within your portfolio (as long as it would be available for your assessor, internal verifier and external verifier to see) or

Observation report

- your assessor could provide an **observation report** of what they have seen and how it shows that you are competent. This observation report would then form part of the evidence in your portfolio.

Legal requirements

Evidence can take many forms, for example, photographs, videos, audio tapes, CD-ROMs, floppy disks and paper-based or digitally formatted documents. Information relating to practice information must comply with **legal requirements** and best practice in the sector in relation to confidentiality of information.

How do I keep track of what I've done?

Record of achievement

We have designed a **record of achievement** form for you to keep track of your achievements. We have provided a blank form for you to use if you want to.

Evidence record sheet

We have also designed an **evidence record sheet** for you to record your evidence and where it is located.

The evidence record sheet (or a suitable alternative) will allow you, your assessor and the internal and external verifiers to see what each piece of evidence refers to.

The evidence record sheet (or a suitable alternative) is mandatory – you must keep a record of what has been assessed and where it can be found.

Your assessor may give you alternative forms to use. This is acceptable as long as they include all the information needed.

Where do I keep all my records?

CAR

You must keep your evidence record sheets (or alternatives that your assessor may give you) together in a file. These sheets are your **cumulative assessment record** or **CAR** for short. This is a **compulsory** requirement of this NVQ. A copy of this record is included within this resource pack.

Helpful Hints

When collecting evidence, the following will help you:

- 1 **Start by thinking about what activities you do in your current role** and match these to the units of competence specified for the NVQ.
- 2 **Identify evidence that you could gather naturally** while carrying out your everyday work and cross reference these to as many performance criteria and knowledge requirements as possible (either within the same unit or across other units). Apply a single piece of evidence to as many units as possible. This is not only economical in terms of collecting evidence, but it also gives a more holistic, or rounded, picture of your competence.
- 3 **Go for quality rather than quantity.** Well chosen pieces of evidence can count for much more than a vast amount of evidence which only loosely applies.
- 4 **Mix the types of evidence you offer.** A good mixture containing some observation of practice, some products of your work, some witness reports and so on, leads to a more streamlined, better-balanced approach which is more convincing to your assessor.
- 5 **Choose evidence which reflects your current competence.** Evidence can come from things you did in the past but your assessor must be convinced that the evidence you offer reflects your current competence.

- 6 **Do not treat reference materials** (such as company policies and training materials) **as evidence**, because they do not demonstrate your competence, unless you can demonstrate that you produced them or how you have used them in your everyday work.
- 7 **You can also use your assessor's records of your assessment as evidence.**
- 8 **You do not have to keep all evidence in a paper portfolio.** If you keep evidence somewhere else, for example, in a filing cabinet, or on a computer disk, record what the evidence is and where the evidence is located. The location of evidence needs to be clearly signposted on your evidence record sheet.
- 9 **The NVQ units of competence** do not form part of your evidence. You will probably want to keep the units alongside your evidence for reference but we do not need you to include a copy of the units with your evidence for assessment or verification.
- 10 Although not compulsory, you may find it useful to include a copy of your **curriculum vitae (CV)** with your evidence to show your previous qualifications and work history.
- 11 **Confidential and unavailable evidence.** Your assessor should have access to this type of evidence to assess your competence. However, in some cases your assessor's description of the evidence they have seen will be more suitable, depending on the type of evidence.
- 12 **Show your evidence to your assessor regularly.**

What is a CAR?

Your record

This is the cumulative (ie ongoing) assessment record that consists of evidence record sheet(s) for each unit. Your CAR belongs to you. It gives details of evidence that has been accepted as proof of your competence and where the evidence can be found. It is **your record** of evidence that has been assessed and accepted by your assessor. Your assessor will help you prepare your CAR.

Unit certificate

Once your assessor has decided that you have provided enough evidence to prove your competence in a unit, they will sign the unit off, and you will not need to collect any more evidence for that unit. A **unit certificate** can be claimed from OCR at this point. If you want to do this you should discuss it with your assessor.

Can my evidence count towards Key Skills units?

Key Skills

The evidence you produce for your qualification may prove you have the skills required for the **Key Skills** units. Signposting to Key Skills and further guidance should be requested from your Centre. You may also visit the OCR website www.ocr.org.uk for further details.

Can my Assessor make Reasonable Adjustments for my specific assessment needs?

Access

We have tried to make sure that no unnecessary **access** restrictions will slow down your progress. You must have the same chances as everyone else to prove your competence and collect evidence. If you need mechanical, electronic or other aids to show your competence, please talk to your assessor about this. You can use aids as long as they are generally commercially available and it is practical to use them during your normal work.

Appeals

We do not think that you will ever have to use our **appeals** procedure, but if you do, the process is described in the OCR Publication *National Vocational Qualifications and Other Verified Qualifications – Centre Guidance* (reference code L526) which can be downloaded from the OCR website www.ocr.org.uk. Select exams officers on the home page and follow the link to verified qualifications.

What if I cannot complete enough units to claim a full NVQ?

NVQs are very flexible and allow you to achieve recognition for what you have achieved even if you don't finish the whole qualification.

NVQ certificate Unit certificate

To gain a **full NVQ certificate** you must collect enough evidence to prove you are competent in all the required units. If you cannot finish all of the units for the full qualification, you may claim a **unit certificate** that lists the unit or units that have been signed off by your assessor. You may do more than the necessary number of units in which case the additional units will be shown on your unit certificate.

You should have the opportunity to claim unit certificates as you progress if you want to, rather than waiting until everything is completed. If you want to do this you should discuss it with your assessor.

**You cannot fail an NVQ, and we do not grade your results.
You are either competent or not yet competent**

KEY SKILLS SIGNPOSTING

Some candidates may want to put forward evidence from this NVQ towards their achievement of the individual Key Skills units. To show where evidence from this NVQ may also provide evidence opportunities for Key skills, OCR have provided details of signposting of the national occupational standards to the Key skills 2004 specification.

Signposting can only identify the possibility that a piece of evidence put forward for the NVQ may also meet the requirements of the Key Skills. Each piece of evidence must be assessed against the Key skills specifications to see if it is suitable.

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Key	
<i>italics</i>	The worker might be able to collect evidence if there is a need or opportunity to carry out the functions within the Key or Core Skill
X	Not required in the standard
*	Could be evidenced if IT is used (IT not explicitly stated in standards).
1	The candidate might not be able to provide evidence across the number and scope of activities (e.g. 2 documents of 500 words for C2.2 & 1 document of 500 words for C2.3)

Level 4 Key Skills

Key Skills component	What you must do
Application of number Level 4	
N4.1	Develop a strategy for using application of number skills over an extended period of time
N4.2	Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving: <ul style="list-style-type: none"> • deductive and inferential reasoning • algebraic modelling
N4.3	Evaluate your overall strategy and present the outcomes from your work, including use of charts, graphs and diagrams to illustrate complex data
Communication Level 4	
C4.1	Develop a strategy for using communication skills over an extended period of time
C4.2	Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least: <ul style="list-style-type: none"> • one group discussion about a complex subject • one document of 1,000 words or more about a complex subject
C4.3	Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points
Improving Own Learning and Performance Level 4	
LP4.1	Develop a strategy for improving your own learning and performance
LP4.2	Monitor progress and adapt your strategy to improve your performance
LP4.3	Evaluate your strategy and present the outcomes of your learning
ICT Level 4	
ICT4.1	Develop a strategy for using ICT skills over an extended period of time
ICT4.2	Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes
ICT4.3	Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number
Problem Solving Level 4	
PS4.1	Develop a strategy for problem solving
PS4.2	Monitor progress and adapt your strategy for solving the problem
PS4.3	Evaluate your strategy and present the outcomes of your problem solving skills
Working With Others	
WO4.1	Develop a strategy for working with others
WO4.2	Monitor progress and adapt your strategy to achieve agreed objectives
WO4.3	Evaluate your strategy and present the outcomes from your work with others

NOS		KEY SKILLS					
		Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning and Performance
HEALTH AND SOCIAL CARE LEVEL 4 CORE UNITS							
UNIT 41	Use and develop methods and systems to communicate record and report (Communication, level 4, core)						
41a	Identify methods and systems to promote effective communication and engagement with individuals and key people	C4.1	X	ICT4.1	WO4.1	PS4.1	X
41b	Develop and use communication methods and systems to promote effective communication	C4.1 C4.2	X	ICT4.1 ICT4.2 ICT4.3	WO4.2	PS4.1 PS4.2	X
41c	Evaluate communication methods and systems	C4.2 C4.3	X	ICT4.1 ICT4.2 ICT4.3	WO4.3	PS4.3	X
41d	Maintain and share evidence based records and reports	C4.2 C4.3	X	ICT4.1 ICT4.2 ICT4.3	WO4.2	X	X
UNIT 42	Contribute to the development and maintenance of healthy and safe practices in the working environment (Health and Safety, level 4, core)						
42a	Contribute to monitoring compliance with health, safety and security regulations and requirements	X	X	X	WO4.1	PS4.1 PS4.2 PS4.3	X
42b	Contribute to the development of systems to manage risk to self, staff and others	X	X	X	WO4.1 WO4.2	PS4.1 PS4.2 PS4.3	X
42c	Contribute to the development of health, safety and security policies, procedures and practices	X	X	X	WO4.1 WO4.2	PS4.1 PS4.2 PS4.3	X

NOS		KEY SKILLS					
		Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning and Performance
UNIT 43	Take responsibility for the continuing professional development of self and others (Personal and Professional Development, level 4, core)						
43a	Take responsibility for own personal and professional development	X	X	X	X	X	IL4.1 IL4.2 IL4.3
43b	Contribute to the personal and professional development of others	X	X	X	WO4.1 WO4.2 WO4.3	X	X
HEALTH AND SOCIAL CARE LEVEL 4 CORE UNITS							
UNIT 44	Develop practice which promotes the involvement well-being and protection of children and young people (Children and Young People, Principles of Care, level 4, core)						
44a	Develop and support practice that value and respect children and young people's rights and responsibilities	C4.1 C4.2	X	X	WO4.1 WO4.2	X	X
44b	Develop and support practice that enables children and young people to express their views and preferences	C4.1 C4.2	X	X	WO4.1 WO4.2	PS4.1 PS4.2	X
44c	Promote the protection of children and young people from harm and abuse	C4.1 C4.2	X	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2	PS4.1 PS4.2	X

NOS		KEY SKILLS					
		Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning and Performance
HEALTH AND SOCIAL CARE LEVEL 4 CORE UNITS							
UNIT 45	Develop practices which promote choice, well-being and protection of all individuals (Adult, Principles of Care, level 4, core)						
45a	Develop and maintain effective relationships to promote the individual's choice about their care	C4.1 C4.2	X	ICT4.1	WO4.1 WO4.2	PS4.1 PS4.2	X
45b	Promote the individual's rights to expect and receive respect for their diversity, difference and preferences	X	X	ICT4.1	WO4.1 WO4.2	X	X
45c	Promote the protection of all individuals	C4.1 C4.2	X	ICT4.1	WO4.1 WO4.2	PS4.1 PS4.2	LP4.1 LP4.2 LP4.3
HEALTH AND SOCIAL CARE (CHILDREN AND YOUNG PEOPLE) SPECIFIC LEVEL 4 OPTIONAL UNITS							
UNIT 46	Independently represent and advocate with, and on behalf of, children and young people	C4.1 C4.2 C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 47	Help parents and carers to acquire and use skills to protect and take care of children and young people	C4.1 C4.2 C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 48	Demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice	C4.1 C4.2 C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 49	Develop and maintain an environment which safeguards and protects children and young people	C4.1 C4.2 C4.3	X	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X

NOS		KEY SKILLS					
		Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning and Performance
HEALTH AND SOCIAL CARE (ADULTS) SPECIFIC LEVEL 4 OPTIONAL UNITS							
UNIT 410	Advocate with, and on behalf of, individuals, families, carers, groups and communities	C4.1 C4.2 C4.3	X	*	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 411	Manage a service which meets the best possible outcomes for the individual	C4.1 C4.2 C4.3	X	*	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 412	Ensure individuals and groups are supported appropriately when experiencing significant life events and transitions	C4.1 C4.2 C4.3	X	*	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
HEALTH AND SOCIAL CARE GENERIC LEVEL 4 OPTIONAL SET OF UNITS							
UNIT 413	Manage requests for health and care services	C4.1 C4.2 C4.3	X	ICT4.1	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 414	Assess individual needs and preferences	C4.1 C4.2 C4.3	X	ICT4.1	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 415	Produce, evaluate and amend service delivery plans to meet individual needs and preferences	C4.1 C4.2 C4.3	X	ICT4.1	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 416	Develop, implement and review care plans with individuals	C4.1 C4.2 C4.3	X	ICT4.1	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X

NOS		KEY SKILLS					
		Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning and Performance
HEALTH AND SOCIAL CARE GENERIC LEVEL 4 OPTIONAL SET OF UNITS							
UNIT 417	Assess individuals' mental health and related needs	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	<i>ICT4.1</i>	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 418	Work with individuals with mental health needs to negotiate and agree plans for addressing those needs	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 419	Provide advice and information to those who enquire about mental health needs and related services	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2	X
UNIT 420	Promote leisure opportunities and activities for individuals	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 421	Promote employment, training and education opportunities for individuals	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 422	Promote housing opportunities for individuals	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 423	Assist individuals at formal hearings	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 424	Supervise methadone consumption	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	X	WO4.1 WO4.2 WO4.3	X	X
UNIT 425	Support people who are providing homes for individuals and/or children and young people	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X

NOS		KEY SKILLS					
		Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning and Performance
HEALTH AND SOCIAL CARE GENERIC LEVEL 4 OPTIONAL SET OF UNITS							
UNIT 426	Empower families, carers and others to support individuals	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 427	Assess the needs of carers and families	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	<i>ICT4.1</i>	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 428	Develop, implement and review programmes of support for carers and families	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	<i>ICT4.1</i>	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 429	Work with groups to promote individual growth, development and independence	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 430	Support the protection of individuals, key people and others	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	<i>ICT4.1</i>	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 431	Support individuals where abuse has been disclosed	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	<i>ICT4.1</i>	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 432	Enable families to address issues with individuals' behaviour	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 433	Develop joint working agreements and practices and review their effectiveness	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 434	Maintain and manage records and reports	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	X	<i>ICT4.1</i> <i>ICT4.2</i> <i>ICT4.3</i>	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 435	Manage the development and direction of the provision	<i>C4.1</i> <i>C4.2</i> <i>C4.3</i>	<i>N4.1</i> <i>N4.2</i> <i>N4.3</i>	<i>ICT4.1</i> <i>ICT4.2</i> <i>ICT4.3</i>	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X

NOS		KEY SKILLS					
		Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning and Performance
HEALTH AND SOCIAL CARE GENERIC LEVEL 4 OPTIONAL SET OF UNITS							
UNIT 436	Promote and manage a quality provision	C4.1 C4.2 C4.3	X	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 437	Promote your organisation and its services to stakeholders	C4.1 C4.2 C4.3	X	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2 WO4.3	X	X
UNIT 438	Develop and disseminate information and advice about substance use, health and social well-being	C4.1 C4.2 C4.3	X	ICT4.1 ICT4.2 ICT4.3	X	PS4.1 PS4.2 PS4.3	X
UNIT 439	Contribute to the development of organisational policy and practice	C4.1 C4.2 C4.3	X	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 440	Support effective governance	C4.1 C4.2 C4.3	X	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 441	Invite tenders and award contracts	C4.1 C4.2 C4.3	N4.1 N4.2 N4.3	X	WO4.1 WO4.2 WO4.3	X	X
UNIT 442	Monitor and evaluate the quality, outcomes and cost-effectiveness of substance misuse services	C4.1 C4.2 C4.3	N4.1 N4.2 N4.3	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 443	Procure services for individuals	C4.1 C4.2 C4.3	N4.1 N4.2 N4.3	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 444	Contribute to the selection, recruitment and retention of staff to develop a quality service	C4.1 C4.2 C4.3	N4.1 N4.2 N4.3	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X

NOS		KEY SKILLS					
		Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning and Performance
HEALTH AND SOCIAL CARE GENERIC LEVEL 4 OPTIONAL SET OF UNITS							
UNIT 445	Recruit and place volunteers	C4.1 C4.2 C4.3	X	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 446	Manage a dispersed workforce to meet the needs and preferences of individuals at home	C4.1 C4.2 C4.3	X	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 447	Represent the agency in courts and formal hearings	C4.1 C4.2 C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	LP4.1 LP4.2 LP4.3
UNIT 448	Provide and obtain information at courts and formal hearings	C4.1 C4.2 C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	LP4.1 LP4.2
UNIT 449	Represent one's own agency at other agencies' meetings	C4.1 C4.2 C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	LP4.1 LP4.2 LP4.3
UNIT 450	Develop risk management plans to support individual's independence and daily living within their home	C4.1 C4.2 C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
UNIT 451	Lead teams to support a quality provision	C4.1 C4.2 C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
HEALTH AND SOCIAL CARE GENERIC LEVEL 4 ADDITIONAL UNIT							
UNIT 452	Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals (Level 4 value focussed unit)	C4.1 C4.2 C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X

OTHER RELATED OCR QUALIFICATIONS

OCR offers a wide range of qualifications that are related to the requirements of Health and Social Care.

General Qualifications

- OCR Health and Social Care Advanced VCE
- OCR Health and Social Care Advanced Subsidiary VCE
- OCR Health and Social Care Advanced VCE (Double Award)
- OCR Health and Social Care Intermediate GNVQ
- OCR Health and Social Care Vocational (Double Award) GCSE

Vocational Qualifications

- OCR Level 2 NVQ in Health and Social Care
- OCR Level 3 NVQ in Health and Social Care
- OCR Level 4 NVQ in Registered Managers (Adults)
- OCR Level 1, 2, 3 and 4 NVQ is Administration
- OCR Level 2 and 3 NVQs in Customer Service
- OCR Level 2 NVQ in Team Leading
- OCR Nationals in Health and Social Care Levels 1, 2 and 3
- OCR Entry Level Certificate in Care

These qualifications complement and support the activities undertaken with the Level 4 NVQ in Health and Social Care.

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FURTHER SUPPORT AND INFORMATION

General enquiries

For general enquiries relating to any of OCR's vocational qualifications, please contact the OCR Information Bureau on:

Telephone: 024 76 851509

Fax: 024 76 468080

Email: cib@ocr.org.uk

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

Centre Approval and Candidate Registration and Certification

Operations Customer Support on 024 76 470033 or:

Operations
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

Customer feedback

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

The Professional Officer
Health and Social Care NVQs
Public Services, Logistics and Retail Team
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

OCR Training Events

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

OCR Training
Mill Wharf
Mill Street
Birmingham
B6 4BU

Telephone: 0121 628 2950
Fax: 0121 628 2940
Email: training@ocr.org.uk

OCR Publications

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

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