

Please read the instructions printed at the end of this form. One of these sheets, suitably completed, should be attached to the assessed work of each candidate.

Unit Title		Health, Social Care and Early Years Provision		Unit Code	A911	Session	Jan / June	Year	2	0	Page No.
Centre Name						Centre Number					
Candidate Name						Candidate Number					
		Criteria		Teacher Comments		Mark					
1	Plan and carry out an investigation into a service in your locality that provides for clients who have health, social or early years needs. The plan is limited in detail and aims and objectives tend to be unrealistic. In teamwork situations, the candidate has made limited contribution to the efforts of the team.	[0 1 2 3]	Plan and carry out an investigation into a service in your locality that provides for clients who have health, social or early years needs. The plan is sound, although lacks detail. Most aims and objectives are realistic. In teamwork situations, the candidate has made some contribution to the efforts of the team.	[4 5 6]	Plan and carry out an investigation into a service in your locality that provides for clients who have health, social or early years needs. The plan is comprehensive and detailed. Aims and objectives are realistic and achievable within the timeframe given. In teamwork situations, the candidate has made a significant and valued contribution to the efforts of the team.	[7 8]					
2	Identify one type of client group that uses the service. A basic explanation of their needs is given, showing little evidence of the escalating effect an initial need can create. A basic analysis of how the service meets the different needs of the client group. With guidance, investigate other services which are available locally to meet the client group's needs. A basic explanation of why these services are available in the local area, how they work together and communicate.	[0 1 2 3 4]	Outline one type of client group that uses the service. A reasonable explanation of their needs is given, showing some evidence of the escalating effect an initial need can create A sound analysis of how the service meets the different needs of the client group. With some guidance, investigate other services which are available locally to meet the client group's needs. A reasonable explanation of why these services are available in the local area, how they work together and communicate.	[5 6 7 8]	Describe in detail one type of client group that uses the service. A comprehensive explanation of their needs is given, showing detailed evidence of the escalating effect an initial need can create. A detailed analysis of how the service meets the different needs of the client group. Independently investigate other services which are available locally to meet the client group's needs. A comprehensive explanation of why these services are available in the local area, how they work together and communicate.	[9 10 11 12]					

Page No.	Mark	Teacher Comments	Criteria	
			<p>A sound analysis of the different ways (referral procedures) in which clients can access the services, using appropriate examples for each.</p> <p>A reasonable explanation of possible barriers that could prevent clients from accessing the service.</p> <p>A reasonable explanation of the health, developmental and social care effects possible barriers could have on the client group.</p> <p>A sound evaluation of how the service has implemented procedures to overcome possible barriers and how this would help to empower the client group.</p> <p>Legislation identified will be relevant to the purpose of the service; some understanding of how the legislation should have impacted the quality of service provided will be evident.</p>	<p>A comprehensive analysis of the different ways (referral procedures) in which clients can access the services, using a range of appropriate examples for each.</p> <p>A detailed explanation of possible barriers that could prevent clients from accessing the service.</p> <p>A detailed explanation of the health, developmental and social care effects possible barriers could have on the client group.</p> <p>A comprehensive evaluation of how the service has implemented procedures to overcome possible barriers; reasoned judgements are made. Accurate conclusions about how this would help to empower the client group are drawn.</p> <p>Legislation identified will be relevant to the purpose of the service; clear understanding of how the legislation should have impacted the quality of service provided will be evident.</p>
3			<p>A basic analysis of the different ways (referral procedures) in which clients can access the services, using some appropriate examples.</p> <p>A basic explanation of possible barriers that could prevent clients from accessing the service.</p> <p>A basic explanation of the health, developmental and social care effects possible barriers could have on the client group.</p> <p>A limited evaluation of how the service has implemented procedures to overcome possible barriers and how this would help to empower the client group.</p> <p>Legislation identified will be relevant to the purpose of the service; little understanding of how the legislation should have impacted the quality of service provided will be evident.</p>	<p>[0 1 2 3 4]</p> <p>[5 6 7 8 9]</p> <p>[10 11 12 13 14]</p>

Page No.	Mark	Teacher Comments	Criteria	
			<p>A basic description of the role of one care worker within the service.</p> <p>A basic explanation of the day-to-day tasks of the care worker, including how the health, developmental and social care needs of the client group are met.</p> <p>A basic explanation of how the care workers in the service would apply care values, demonstrating limited understanding of individual needs. The explanation demonstrates limited understanding of possible effects on the client group if care values are not applied.</p> <p>A basic explanation of the skills and qualities required by care workers. Limited understanding of the importance of different skills and qualities is evident.</p> <p>A limited evaluation of possible qualification pathways for the care worker.</p> <p style="text-align: right;">[0 1 2 3 4]</p>	<p>A sound description of the role of one care worker within the service.</p> <p>A reasonable explanation of the day-to-day tasks of the care worker, including how the health, developmental and social care needs of the client group are met.</p> <p>A reasonable explanation of how the care workers in the service would apply care values, demonstrating some understanding of individual needs. The explanation demonstrates some understanding of possible effects on the client group if care values are not applied.</p> <p>A reasonable explanation of the skills and qualities required by care workers. Some understanding of the importance of different skills and qualities is evident.</p> <p>A sound evaluation of possible qualification pathways for the care worker.</p> <p style="text-align: right;">[5 6 7 8 9]</p>
			<p>A detailed description of the role of one care worker within the service.</p> <p>A detailed explanation of the day-to-day tasks of the care worker, including how the health, developmental and social care needs of the client group are met.</p> <p>A detailed explanation of how the care workers in the service would apply care values, demonstrating comprehensive understanding of individual needs. The explanation demonstrates comprehensive understanding of possible effects on the client group if care values are not applied.</p> <p>A detailed explanation of the skills and qualities required by care workers. Comprehensive understanding of the importance of different skills and qualities is evident.</p> <p>A comprehensive evaluation of possible qualification pathways for the care worker, making reasoned judgements and presenting accurate conclusions.</p> <p style="text-align: right;">[10 11 12 13 14]</p>	

Criteria		Teacher Comments	Mark	Page No.
5	<p>Basic conclusions drawn about the quality of service provided will be limited. A basic bibliography will be included.</p> <p>A basic evaluation of the effectiveness of the plan/checklist in meeting the aims and objectives. Recommendations for future investigations are limited and/or unrealistic.</p> <p>[0 1 2 3 4]</p>	<p>Conclusions drawn about the quality of service provided will be detailed and sound and relate in part to the findings from the investigation.</p> <p>A detailed bibliography will be included which reflects sources of information referred to in the body of the evidence.</p> <p>A sound evaluation of the effectiveness of the plan/checklist in meeting the aims and objectives. Recommendations for future investigations are sound and mostly realistic.</p> <p>[5 6 7 8]</p>	<p>Conclusions drawn about the quality of service provided will be detailed and relate explicitly to the findings from the investigation.</p> <p>The bibliography will be comprehensive and reflect sources of information referred to throughout the body of the evidence. Candidates will comment on how they used the source and how useful that source was.</p> <p>A comprehensive evaluation of the effectiveness of the plan/checklist in meeting the aims and objectives.</p> <p>Recommendations for future investigations are detailed and realistic.</p> <p>[9 10 11 12]</p>	
		Total/60		
If this is a re-sit, please tick		Session and Year of previous submission	Jan / June	
			2 0	
		Please tick to indicate this work has been standardised internally		

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website (www.ocr.org.uk).
A completed Centre Authentication form CCS160 **must** accompany the MS1 when it is sent to the moderator.

Guidance on Completion of this Form

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