

## **OCR Level 3 NVQ in Health and Social Care (Adults) (05546)**

## **OCR Level 3 NVQ in Health and Social Care (Children and Young People) (05547)**

### **What is an NVQ?**

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

The awarding body for these NVQs is Oxford Cambridge and RSA Examinations (OCR) and the regulatory authority is the Qualifications and Curriculum Authority (QCA)

These qualifications have been accepted by the QCA for inclusion in the National Qualifications Framework (NQF).

### **Who are these NVQs for?**

The OCR Level 3 in NVQ in Health and Social Care (Adults) and OCR Level 3 in NVQ in Health and Social Care (Children and Young People) are designed to reflect the work of candidates who deliver Health and Social Care to client's/service users, Adults or Children and Young People.

The qualifications are about the delivery of physical, emotional or enabling care to clients/service users. The candidate will usually be delivering care in support of, and under the direction of, a colleague who is accountable in the area of practice. Candidates may often be working without direct supervision or on their own, such as in a client's/service users own home. Candidates will have a degree of responsibility and autonomy, and will be required to make decisions within boundaries and limits agreed with their team. The candidate would be expected to seek support, advice or assistance if they are unclear about what to do or if unusual or untoward situations arise (such as significant deterioration in the client's/service users condition).

These NVQs are work-oriented qualifications and are aimed at those who have current real work experience. They are 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.

## What are the benefits of these NVQs?

Employees will benefit from:

- A clearer understanding of their responsibility within their organisation
- The opportunity to develop new skills
- The recognition of existing skills

Employers will benefit from:

- Improved staff performance and motivation
- Improvements in the quality of service to services users
- The opportunity to ensure levels of care are to national standard

## What is the structure of these NVQs?

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

- The OCR Level 3 in NVQ in Health and Social Care (Adults)
- The OCR Level 3 in NVQ in Health and Social Care (Children and Young People)

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

### Core Units

- UNIT 31 Promote effective communication for and about individuals
- UNIT 32 Promote, monitor and maintain health, safety and security in the working environment
- UNIT 33 Reflect on and develop your practice

### Two Qualification Routes

*Either*

#### Children and Young People Route

- UNIT 34 Promote the well-being and protection of children and young people

*Or*

#### Adults Route

- UNIT 35 Promote choice, well-being and the protection of all individuals

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

### Children and Young People Route Optional Units

- UNIT 36 Contribute to the assessment of children and young people's needs and the development of care plans
- UNIT 37 Care for and protect babies
- UNIT 38 Support children and young people to manage their lives
- UNIT 39 Support children and young people to achieve their educational potential
- UNIT 310 Work with children and young people to prepare them for adulthood, citizenship and independence
- UNIT 311 Support children and young people to develop and maintain supportive relationships
- UNIT 312 Support the social, emotional and identity development of children and young people
- UNIT 313 Work with children and young people to promote their own physical and mental health needs
- UNIT 314 Care for a newly born baby when the mother is unable to do so
- UNIT 315 Work with children and young people with additional requirements to meet their personal support needs
- UNIT 316 Support the needs of children and young people with additional requirements
- UNIT 317 Prepare your family and networks to provide a home for children and young people
- UNIT 318 Provide a home for children and young people
- UNIT 319 Support families in their own home
- UNIT 320 Support professional advice to help parents to interact with and take care of their newly born baby(ies)
- UNIT 321 Support and encourage parents and guardians to care for babies during the first year of their lives
- UNIT 322 Prepare, implement and evaluate group activities to address the offending behaviour of children and young people
- UNIT 323 Contribute to child care practice in group living
- UNIT 324 Process information relating to children and young people's offending behaviour
- UNIT 325 Contribute to protecting children and young people from danger, harm and abuse
- UNIT 326 Contribute to the prevention and management of challenging behaviour in children and young people
- UNIT 327 Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities

### **Adult Route Optional units**

- UNIT 328 Contribute to care planning and review
- UNIT 329 Contribute to planning, monitoring and reviewing the delivery of service for individuals
- UNIT 330 Support individuals to access and use services and facilities
- UNIT 331 Support individuals to develop and maintain social networks and relationships
- UNIT 332 Support the social, emotional and identity needs of individuals
- UNIT 333 Prepare your family and networks to support individuals requiring care
- UNIT 334 Provide a home and family environment for individuals
- UNIT 335 Contribute to the protection of individuals from harm and abuse
- UNIT 336 Contribute to the prevention and management of abusive and aggressive behaviour
- UNIT 337 Provide frameworks to help individuals to manage challenging behaviour

### **Generic Optional Units**

- UNIT 338 Carry out screening and referral assessment
- UNIT 339 Carry out assessment to identify and prioritise needs
- UNIT 340 Carry out comprehensive substance misuse assessment
- UNIT 341 Help individuals address their substance use through an action plan
- UNIT 342 Assess and act upon immediate risk of danger to substance users
- UNIT 343 Support individuals to live at home
- UNIT 344 Support individuals to retain, regain and develop the skills to manage their lives and environment
- UNIT 345 Support individuals to manage their financial affairs
- UNIT 346 Support individuals to manage direct payments
- UNIT 347 Help individuals to access employment
- UNIT 348 Help individuals to access learning, training and development opportunities
- UNIT 349 Enable individuals to access housing and accommodation
- UNIT 350 Recognise, respect and support the spiritual well-being of individuals
- UNIT 351 Plan, agree and implement development activities to meet individual needs
- UNIT 352 Support individuals to continue therapies
- UNIT 353 Interact with individuals using telecommunications
- UNIT 354 Counsel individuals about their substance use using recognised theoretical models

- UNIT 355 Counsel groups of individuals about their substance use using recognised theoretical models
- UNIT 356 Support individuals to deal with relationship problems
- UNIT 357 Carry out extended feeding techniques to ensure individuals nutritional and fluid intake
- UNIT 358 Identify the individual at risk of skin breakdown and undertake the appropriate risk assessment
- UNIT 360 Move and position individuals
- UNIT 361 Prepare for, and undertake physiological measurements
- UNIT 362 Recognise indications of substance misuse and refer individuals to specialists
- UNIT 363 Test for substance use
- UNIT 364 Identify the physical health needs of individuals with mental health needs
- UNIT 365 Raise awareness about substances, their use and effects
- UNIT 366 Support individuals to represent their own needs and wishes at decision making forums
- UNIT 367 Help individuals identify and access independent representation and advocacy
- UNIT 368 Present individual's needs and preferences
- UNIT 369 Support individuals with specific communication needs
- UNIT 370 Support individuals to communicate using technology
- UNIT 371 Support individuals to communicate using interpreting and translation services
- UNIT 372 Plan and implement programmes to enable individuals to find their way around familiar environments
- UNIT 373 Plan and implement programmes to enable individuals to find their way around unfamiliar environments
- UNIT 375 Administer medication to individuals
- UNIT 376 Obtain venous blood samples
- UNIT 377 Encourage and support individuals undergoing dialysis therapy at home
- UNIT 378 Insert and secure urethral catheters and monitor and respond to the effects of urethral catheterisation
- UNIT 379 Support individuals who are substance users
- UNIT 380 Supply and exchange injecting equipment for individuals
- UNIT 381 Support individuals through detoxification programmes
- UNIT 382 Support individuals to prepare for, adapt to and manage change
- UNIT 383 Prepare and support individuals to move and settle into new living environments
- UNIT 384 Support individuals through bereavement

- UNIT 385 Support individuals through the process of dying
- UNIT 386 Assist in the transfer of individuals between agencies and services
- UNIT 387 Work in collaboration with carers in the caring role
- UNIT 388 Relate to families, parents and carers
- UNIT 389 Work with carers, families and key people to maintain contact with individuals
- UNIT 390 Support families in maintaining relationships in their wider social structures and environments
- UNIT 391 Provide services to those affected by someone else's substance use
- UNIT 392 Work with families, carers and individuals during times of crisis
- UNIT 393 Prepare, implement and evaluate agreed therapeutic group activities
- UNIT 394 Contribute to the development and running of support groups
- UNIT 395 Contribute to assessing and act upon risk of danger, harm and abuse
- UNIT 396 Enable people with mental health needs to develop coping strategies
- UNIT 397 Reinforce positive behavioural goals during relationships with individuals
- UNIT 398 Contribute to assessing the needs of individuals for therapeutic programmes to enable them to manage their behaviour
- UNIT 399 Develop and sustain effective working relationships with staff in other agencies
- UNIT 3100 Participate in inter-disciplinary team working to support individuals
- UNIT 3101 Help develop community networks and partnerships
- UNIT 3102 Work with community networks and partnerships
- UNIT 3103 Contribute to raising awareness of health issues
- UNIT 3104 Support the development of networks to meet assessed needs and planned outcomes
- UNIT 3105 Contribute to the recruitment and placement of volunteers
- UNIT 3106 Plan, organise and monitor the work of volunteers
- UNIT 3107 Lead and motivate volunteers
- UNIT 3108 Facilitate learning through presentation and activities
- UNIT 3109 Facilitate group learning
- UNIT 3110 Support colleagues to relate to individuals

### Additional Units

- UNIT 374 Provide first aid to an individual needing emergency assistance
- UNIT 3111 Promote the equality, diversity, rights and responsibilities of individuals
- UNIT 3112 Support individuals to identify and promote their own health and social well being
- UNIT 3113 Support and enable individuals undergoing renal dialysis to contribute to their own health and well being
- UNIT 3114 Promote the needs, rights, interests and responsibilities of individuals within the community
- UNIT 3115 Receive, analyse, process, use and store information
- UNIT 3116 Contribute to promoting a culture that values and respects the diversity of individuals
- UNIT 3117 Conduct an assessment of risks in the workplace
- UNIT 3118 Respond to work-related violent incidents
- UNIT 3119 Promote the values and principles underpinning best practice
- UNIT 3120 Support competence achieved in the workplace
- UNIT 3121 Contribute to promoting the effectiveness of the teams

### Who is involved in the delivery of NVQs?

#### Assessment Centre

Any organisation, whether it is a place of employment, college or private training organisation can be approved to offer these qualifications, 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.

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.

## 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.**

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 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.

## How are these NVQs assessed?

Like all NVQs, these qualifications are **competence-based**. This means that they are linked to a person's ability to competently perform a range of tasks connected with their work.

To gain these NVQs a candidate must achieve the level of competence described in the NVQ units of competence.

## What are the important assessment requirements for these NVQs?

Simulation is only allowed for specific performance evidence in these qualifications, in other words all performance evidence must come from real work, unless clearly identified at unit level.

Expert Witnesses, Assessors and Internal Verifiers must be able to prove they have the experience and qualifications as indicated in the requirements, located within the Centre Handbook.

## Where do Key Skill units fit in?

The evidence produced for the Health and Social Care NVQs may also prove the skills required for the Key Skills units up to Level 4.

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

## Is an Apprenticeship Framework Available?

For information on Apprenticeships in this area contact:

TOPSS England/Skills for Care  
Telephone: 0113 245 1716  
Website: [www.topss.org.uk](http://www.topss.org.uk)

Care Council for Wales  
Telephone: 029 2022 6257  
Website: [www.ccwales.org.uk](http://www.ccwales.org.uk)

NISCC (Northern Ireland Social Care Council)  
Telephone: 028 9041 7600  
Website: [www.niscc.info](http://www.niscc.info)

Skills for Health  
Telephone: 0117 922 1155  
Website: [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

## What to do next?

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.

**NVQ Start Up** is a service for potential and new Centres, which can provide the infrastructure to support all aspects of NVQ provision.

**Further information may 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](mailto:cib@ocr.org.uk)**

- The OCR fees booklet (A250), which includes charges for centre evaluation, candidate registration and certification, is available from the OCR Information Bureau.
- The leaflet *Becoming an NVQ Centre: Steps to Implementation (N61)* will be useful to organisations considering applying to OCR to become a centre.
- Full details of how to apply are given in *Centre Guidance (L526)* which is included in the *Centre Approval Pack*, which is available from Operations in Coventry.
- The *NVQ Toolbox (P351)*. This is support material to assist an NVQ Centre in setting up systems and procedures is available to purchase from OCR Publication (0870 870 6622)

## What other related OCR qualifications are available?

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

- OCR Levels 3 and 4 NVQs in Health and Social Care (Adults)
- OCR Levels 3 and 4 NVQs in Health and Social Care (Children and Young People)
- OCR Level 4 NVQ in Registered Managers
- OCR Levels 1, 2, 3 and 4 NVQs in Administration
- OCR Levels 2 and 3 NVQs in Customer Service
- OCR Level 2 NVQ in Team Leading
- 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 Advanced Vocational (double award) GCSE
- OCR National in Health and Social Care Levels 2 and 3

These qualifications complement and support the activities undertaken with Level 3 NVQ in Health and Social Care.

[www.ocr.org.uk](http://www.ocr.org.uk)

## Oxford Cambridge and RSA Examinations

### OCR Information Bureau

Vocational Qualifications  
Telephone: 024 76 851509  
Facsimile: 024 76 421944  
Email: [cib@ocr.org.uk](mailto:cib@ocr.org.uk)

*For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

### Vocational Qualifications

Progress House  
Westwood Way  
Westwood Business Park  
Coventry CV4 8JQ



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