



Chief Visiting Moderator Annual Report

Cambridge Technicals in *[scheme name]*

September *[year]* – August *[year]*

Level

At this level there are separate qualifications

[Qualifications and scheme codes listed here]

• Certificate	=	05300
• Extended Certificate	=	05302
• Diploma	=	05305
• <input type="text"/>	=	<input type="text"/>
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Introduction

This has been a successful first year for Health and Social Care Cambridge Technicals. Many centres who had previously delivered OCR Nationals made a positive 'leap across' to Cambridge Technicals. The number of new centres has also grown steadily over the year.

Training events for Cambridge Technicals were held in the spring term. These were well attended and on the whole were upbeat and positive.

Centres value the face to face visiting moderation system and most have utilised both visits.

CENTRE PRACTICE – REPORT FOR PUBLICATION

Resources

Centres have used a variety of web based sources of information such as you tube, BBC news articles, DVD's and other relevant websites to enhance learning. Digital cameras have been used to provide evidence. The community continues to provide support for many teachers and holds a wide range of resources.

The mandatory units are well supported and OCR web based resources have proved very popular. The biggest concern of many centres has been the lack of a textbook. The Hodder e- book has been accessed by many however candidates cannot print from this resource and again the mandatory units only are covered.

Where outside/ internal speakers were used in delivery, this enhanced the quality of the work produced for the unit. Work experience/placements varied considerably depending on location and links with the community.

Centres are encouraged to identify their Regional Account Manager(RAM) for their area. This can be done through the OCR websites.

Evidence

Most centres have used written evidence to meet assessment criteria. This has been supported with case studies which have allowed candidates to apply knowledge and show understanding. Posters and leaflets have been used where the command verb is identify, outline or describe. Photographic evidence and witness statements have been used for practical activities.

The majority of centres have delivered the teaching content as it appears in the specification. It should be noted that not all teaching content is reflected in the assessment grid. There is a significant difference between the amount of information that should be delivered to meet the teaching content and the evidence that needs producing to meet the assessment grid. Some centres had produced excessive amounts of evidence due to this lack of understanding.

Some centres chose to deliver units that were similar to the OCR Nationals units and utilised existing resources. Good practice would be to reference within the body of the text and provide a bibliography/reference list at the end. This was seen in the majority of candidate evidence.

Assessment Practice

There has been a period of adjustment for centres whilst they get used to the hurdle based system used in Cambridge Technicals. Centres have occasionally found it difficult to interpret the assessment grid and have generally included an excessive amount of information in portfolios. For future reference wherever a plural is used within the assessment grid, this should be interpreted as 'at least two'. The exception to this is where a definitive term such as 'all' or 'each' is used in the assessment grid.

The command verbs 'assess' and 'analyse' seem to have caused the most issues.

Good progression was seen in all units from Pass to Merit to Distinction. The majority of work had met the level for which they had been entered. Where centres had grasped the idea of a merit being an extension of a pass or even a separate task rather than just having more detail, there have been fewer problems.

Internal standardisation

At the moment there is no Cambridge Technical internal standardisation sheet/form however completing internal standardisation is a requirement. Centres should aim to internally standardise all assessors for each unit, across a range of grades if possible. Approximately 25% of the cohort should be internally standardised. OCR Nationals internal standardisation forms have been used successfully.

Records

Portfolios have on the whole been presented in a logical order. Pass, merit and distinction criteria have been signposted and this clear labeling has aided the moderation process. Centres must take note of the JCQ guidelines re the quantity and content of centre feedback.

Unit Recoding Sheets are now available for each unit and are compulsory for all centres from September 2013. The majority of centres followed correct procedures with regard to Interchange claims. It should be noted that a claim should be built 14 days prior to the visiting moderation date.

A number of centres did not have a hard copy of the centres handbook and were not aware of the paperwork required for a visit.

When students participate in group work they must clearly identify their contribution.

Other findings

Face to face visiting moderation has proved very popular and useful to the majority of centres. Visits are valued by centre staff as they are considered supportive and reassuring.

IDENTIFICATION OF AREAS OF SUPPORT FOR CENTRES

What are centres asking for?

Centres are asking for clarification of the command verbs. These are being produced by OCR and will be available from Autumn 2013.

Centres are asking for exemplar. This year there has been limited exemplar as units have been covered for the first time. Many centres have now kindly donated work completed by their students and some of this will be available on the Professional Development website. Exemplar work will tend to be whole learning outcomes rather than whole units.

OCR will endeavour to produce additional resources for some of the more popular optional units and these will be added to the website over the course of the year. Please check the 'community', on the social section of the OCR website for announcements of resources.

Inset programmes are to be offered across all terms to offer help, support and guidance to centres.