

Cambridge Technicals

Health and Social Care

Level 2 Cambridge Technical Certificate in Health and Social Care **05300**

Level 2 Cambridge Technical Extended Certificate in Health and Social Care **05302**

Level 2 Cambridge Technical Diploma in Health and Social Care **05305**

OCR Report to Centres June 2014

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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Introduction

This has been another successful year for Health and Social Care Cambridge Technicals. Many centres who had previously delivered OCR Nationals have now 'settled in' to delivery and assessment of Cambridge Technicals. The number of new centres has also grown steadily.

Extra level 2 units were added in December 2013 and there are now 14 units available. Many centres offer L2 in Year 12 as either a step up to level 3 or as a supporting qualification.

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

Resources

Centres have used a variety of web based sources of information such as YouTube, 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, this has now been stopped by Hodder.

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. Application of theory to practice is enhanced by observations made on work experience/placement.

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 and it is hoped that as confidence grows in delivery, the size of candidates' portfolios will shrink.

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

Accuracy of assessment of level 2 units has improved significantly on last year. 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

Centres are encouraged to ask their visiting moderator for an electronic version of the internal moderation report form. At present it is not available on line. Internal moderation must cover all assessors for each unit and incorporate each grade available for each unit. Approximately 25% of the cohort should be internally moderated.

Records

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

Unit Recoding Sheets have been used appropriately. Moderators value comments and page referencing as it helps them identify where and why grades have been awarded.

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 few 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.

What are centres asking for?

Centres are asking for support from a text book.

Centres are asking for exemplars. This year exemplars have been selected for 11 of the level 2 units and commentaries prepared. These are currently with OCR and should be uploaded to CPD Hub shortly. Many centres have now kindly donated work completed by their students and some of this is available on the community section of OCRs website. Exemplar work will tend to be whole learning outcomes rather than whole units.

OCR Report to Centres – June 2014

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 yet to be offered.

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