

Vocational Qualifications (QCF, NVQ, NQF)

Life and Living Skills

Entry Level 1-3 – 10160-10172, 10181-10183

OCR Report to Centres 2014-2015

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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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CONTENTS

Vocational Qualifications (QCF, NVQ, NQF)

Entry Level 1 – Introductory Award, Award, Extended Award, Certificate and Diploma – **10160 – 10164**

Entry Level 1 – Extended Certificate – **10181**

Entry Level 2 – Introductory Award, Award, Certificate and Diploma – **10165 – 10168**

Entry Level 2 – Extended Certificate – **10182**

Entry Level 3 – Introductory Award, Award, Certificate and Diploma – **10169 – 10172**

Entry Level 3 – Extended Certificate – **10183**

OCR REPORT TO CENTRES

Content	Page
Life and Living Skills – 10160 – 10172, 10181, 10182, 10183	4

Life and Living Skills, 10160 – 10172, 10181, 10182, 10183

Overview

The Life and Living Skills qualifications are excellent at providing individualised outcomes for Entry Level learners, as there are 150+ units in the suite. The units cover a wide variety of skill areas, such as i.e. Arts and Crafts, Communication, Environment and Community, Home Management, ICT, Numeracy, Personal Skills and World of Work. The suite also benefits from having a range of qualification sizes from Introductory Award (2 credits) to Diploma (37 credits) and is very good at facilitating spikey profiles. Additionally, the Life and Living Skills qualifications are suitable for many learner types, for example ESOL learners, learners moving towards employment, learners taking traineeships, learners in secure establishments and learners with special educational needs.

Centres are clearly becoming increasingly good at providing individualised evidence using the range of assessments available to them.

Best practice has included:

- Signed observation statements and/or discussion, questions and answers, recorded in the record of assessment and evidence, that have provided detailed evidence to demonstrate exactly how each of the learners have met the assessment criteria in their own distinctive way.
- Outcomes of activities that have been attached to the record of assessment and evidence booklet in the form of learners' own work/worksheets, photographs, screenshots etc.
- All evidence is clearly linked to the assessment criteria.

Centres are also creating some excellent centre-set assignments and resources that provide the learners with the opportunities to demonstrate their abilities. Support in developing centre-set assignments can be found in the document 'How to write a centre-set assignment', which can be found on the Life and Living Skills webpage.

In cases where units do need to be withdrawn, Centres receive guidance from their external moderator about what is required for re-submission. The re-submitted units are usually awarded without any issues.

General Comments

E1 – The units at this level are being used well across the skill areas with learners on the E1 Achievement Continuum from Encounter to Application stage. The 'Guide to stages on Entry 1 Achievement Continuum covered by E1 units' (on the OCR website) is excellent at supporting centres in selecting the most appropriate unit/s for each of their learners. The majority of centres submit learner evidence that demonstrates that they have met the assessment criteria and they therefore achieve the units.

E2 & E3 – Many centres have submitted units of a good standard that demonstrate that learners have achieved the learning objectives and assessment criteria using independence. Areas of good practice include evidence that the learners have undertaken a variety of activities, such as discussions, developing posters, visiting shops and making short presentations.

At all levels centres are clearly good at matching the units to their learners' own personal requirements and their curriculum. Centre assessors are, in the main, very good at annotating their learners' work and completing documentation in the required way.

Comments on Individual Units

Many assessment criteria involve the use of plural words. For example, unit D3, AC 1.1 states 'Locate different shops'. The word 'shops' is a plural word and so learners are required to demonstrate that they can locate more than one shop.

The majority of assessors ensure that submitted evidence fully covers plural words. However, occasionally assessors overlook these and this can lead to the unit withdrawal/s, as the assessment criteria have not been met fully.

The units' assessment criteria contain a variety of command verbs, such as 'Take part', 'Use', 'Follow', 'Identify' and 'State'. For example, F12, AC 2.2 states 'Use ICT hardware components' and an assessor might evidence the learner meeting this assessment criterion by recording 'I observed Jo using the keyboard and mouse to search for information on the Internet.'

In the main, assessors have a good understanding of these verbs. Competent assessors have been good at ensuring the evidence encompasses these appropriately. Further guidance can be found in the document 'Command Verbs', which can be found on the Life and Living Skills webpage.

Sector Update

Funding:

The Skills Funding Agency announced in July 2015 that it is continuing to fund the OCR Life and Living Skills qualification.

Resources and support:

Please note that additional resources have been added to the Life and Living skills webpage. These include the documents: 'Sample Learner Portfolio' and 'Moving towards retirement – A project approach'. The webpage also provides lesson elements that link to the Cambridge Progression in English qualification.

The following INSET courses are available, which are free to centres:

- OCR Entry Level 1-3 Life and Living Skills: Getting to know the specification/introduction to pathways
- OCR Entry Level 1-3 Life and Living Skills and OCR Employability suites: Creating centre based assignments and resources.

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