

**Level 2 and 3 Certificates in Health and Social Care  
Level 2 & 3 Certificates in Preparing to Work in Adult  
Social Care  
Level 2 Award in Employment Responsibilities &  
Rights in Health, Social Care and Children and  
Young People's Settings  
Level 2 and 3 Awards in Awareness of Dementia  
September 2011**

**1 The qualifications**

The Level 2 and 3 Certificates in Health and Social Care supported learners to develop and gain underpinning knowledge and understanding about the health and social care sector and their role within it.

The Level 2 and 3 Certificates in Preparing to Work in Adult Social Care have now replaced the above qualifications and have been accredited onto the Qualifications and Credit Framework; these qualifications have been included in the Health and Social Care (Adult Social Care pathway) apprenticeship frameworks for the sector in England. Learners must achieve 20 credits (level 2) and 21 credits (level 3) from 9 mandatory units that focus on the core areas related to working in adult social care settings: communication, personal development, diversity, equality and inclusion, safeguarding and protection, duty of care, role of the social care worker, person-centred approaches, health and safety and handling information. These certificates can be used as a basis to progress onto the L2 and L3 Diplomas in Health & Social Care.

The Level 2 Award in Employment Responsibilities & Rights in Health, Social Care and Children and Young People's Settings aims to assess learners' knowledge of the health, social care and children and young people's sector and their role within it. It covers areas such as statutory responsibilities and rights of employees and employers, awareness of own occupational role and agreed ways of working with employers. Learners must achieve 3 credits from 1 unit. This qualification has also been included in the apprenticeship frameworks for the sector.

The Level 2 and 3 Awards in Awareness of Dementia are aimed at those interested in or working with individuals with a dementia who wish to gain knowledge and understanding of this specialist area. Learners must achieve 8 credits (level 2) and 11 credits (level 3) from 4 mandatory units.

The awards link to the units and dementia pathway included in the health and social care diplomas and can be used as a basis to progress onto the L2 and L3 Diplomas in Health & Social Care.

## 2 Structure and content

This has been a very busy year in which centres have focused their activities on completing all learners undertaking the Level 2 and 3 Certificates in Health and Social Care whilst also beginning to deliver and register learners for the QCF qualifications available for the sector. There have been many examples of good practice identified by Examiner-moderators during the year and these have included:

- valid and varied range of assessment methods that have included verbal presentations, witness testimony, learners' reflective accounts, leaflets, projects, oral and written questioning with learners, case studies and projects centred in the workplace environment.
- a holistic approach to assessment that has included centres delivering clusters of units at the same time.
- clearly presented evidence that can be easily located by Examiner-moderators.
- good use of OCR Model Assignments.
- accurate completion of candidate checklists for model assignments to confirm that all the assessment criteria have been met and to identify the evidence included.
- accurate completion of evidence checklists including assessor's signature to confirm that the assessment process is complete and candidate's signature to confirm that the evidence is their own work.

<p><b>Assessment:</b></p>	<p><b>Findings:</b></p> <p>Centres are providing some good opportunities for learners to evidence their detailed knowledge and understanding across the units of these qualifications. There has also been some very good use made of witness statements to generate evidence for the personal development units in the Preparing to Work qualifications, clearly recorded verbal presentations undertaken by learners as well as tasks that include the design of leaflets, information briefs and handouts.</p> <p>Where units have not passed and been removed this has mainly been for the following reasons:</p> <ul style="list-style-type: none"> <li>• when learners produce evidence which does not clearly demonstrate that the assessment criteria/learning outcomes have been met in full.</li> <li>• evidence missing from the batch of work.</li> <li>• incomplete evidence.</li> <li>• where learners' evidence does not meet the demands of the command words i.e. explain and describe.</li> <li>• where learners' evidence does not reflect the level of the unit being undertaken.</li> </ul>
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	<ul style="list-style-type: none"> <li>• where the responses given by learners are incorrect i.e. in relation to the correct procedures to follow for safeguarding issues and first aid emergencies.</li> <li>• where centres develop their own workbooks of written questions or centre assignments for learners and the scope of the questions/tasks asked is insufficient for the learner to generate the evidence required to meet the assessment criteria/learning outcomes.</li> <li>• where centres set out question sheets for learners to complete but restrict the amount the learner can write by allowing little space between questions.</li> <li>• where learners have worked together in groups to complete centre based tasks and have not generated individual evidence and so it is difficult to ascertain the individual contributions of learners.</li> </ul> <p>Examiner-moderators also provided guidance to centres in relation to ensuring that evidence produced reflected the legal and organisational requirements relating to each of the units as well as being up to date in particular in relation to CQC, Sova and the Equality Act.</p>
<p><b>Internal Moderation:</b></p>	<p>Centres are required to appoint internal moderators who internally moderate learners' work before it is submitted to the Examiner-moderator and complete internal standardisation activities so as to ensure that assessment is being carried out consistently and to the required standard.</p> <p>Centres are not required to submit evidence of standardisation undertaken to the Examiner-moderator but are required to keep evidence of standardisation and records of any decisions or issues that have arisen for a minimum of one year; these records must be made available to OCR when requested.</p> <p>It is also important that centres follow the correct administration procedures when submitting work to Examiner-moderators.</p>
<p><b>OCR Support and Resources:</b></p>	<p><b>OCR Model Assignments:</b></p> <p>OCR Model Assignments are available to download for all the units in the Preparing to Work and ERR Qualifications.</p> <p>These have been designed to meet the full assessment requirements of the unit.</p> <p>The model assignment scenario can be amended but must be set in an appropriate context and must still cover all the assessment criteria.</p> <p>Learners should be provided with sufficient time to complete all of the tasks; evidence can be produced in several sessions.</p>

	<p>Learners must produce individual and authentic evidence for each task within the assignment.</p> <p><b>Exemplification Column:</b> OCR has provided further guidance in units around how to meet the requirements of the assessment criteria.</p> <p><b>Additional Guidance:</b> OCR has also included guidance in units on how assessment could be carried out and how the assessment criteria could be met.</p> <p><b>Centre Handbooks:</b> These are in place for all these qualifications and are available to download from OCR's website and include information about the qualifications, assessment, internal standardisation, the external moderation process.</p> <p><b>Recording Documents:</b> These are available to download from OCR's website and include an Evidence Checklist, Internal standardisation report form, submission cover sheet and a witness statement form.</p> <p><b>OCR Training Events:</b> These can be booked through OCR's website.</p>
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