OCR
Oxford Cambridge and RSA

Cambridge Technicals

Health and Social Care

Level 3 Cambridge Certificate in Health and Social Care **05307**

Level 3 Cambridge Introductory Diploma in Health and Social Care **05309**

Level 3 Cambridge Subsidiary Diploma in Health and Social Care **05312**

Level 3 Cambridge Diploma in Health and Social Care **05315**

Level 3 Cambridge Extended Diploma in Health and Social Care **05318**

OCR Report to Centres June 2014

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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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Cambridge Technical in Health and Social Care Level 3

Introduction

The number of centres offering Cambridge Technical Health and Social Care qualifications has grown steadily over the year. The qualification has become established and those delivering are growing in confidence. August 2014 sees the first cohort complete a two year qualification.

Training events for Cambridge Technicals were held throughout the year however due to poor attendance many were cancelled or postponed.

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 you tube, BBC news articles, DVD's and other relevant websites to enhance learning. Digital cameras have been used to provide evidence for interactions (Unit 1) and risk assessments (Unit 3) as well as other areas. 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.

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.

Work experience/placements are not mandatory for Cambridge Technicals however if it is possible, they are encouraged.

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. Witness statements should reflect the wording used with the assessment grid.

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

It is important that the grade submitted accurately reflects the candidates achievement. It is unusual for a full cohort to achieve distinction and centres are encouraged to use the full set of awarding grades. 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 means '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.

Pass, merit and distinction tasks sometimes lead on from one another or may be a separate task. Best practice is to signpost each assessment task, this aids the moderation process.

Internal standardisation

Completing internal standardisation is a requirement. Centres should aim to internally standardise all assessors for each unit, across a range of grades if possible. Good practice is for approximately 25% of the cohort to be internally standardised. Many centres have adapted the OCR nationals form.

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 use the JCQ guidelines when deciding on the quantity and content of centre feedback. Where evidence is cross referenced to another unit, it should be available on moderation day and it must be assessed against the requirement of the specific unit.

Unit Recoding Sheets are being used correctly. Annotation is encouraged as it helps the moderator to understand why the grade has 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.

When students participate in group work they must clearly identify their individual contribution and be graded accordingly. Witness statements must reflect the wording in the assessment grid.

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. The majority of centres have used both visits. These are on demand however centres are encouraged to book their final visit (usually in June) as soon as they find out who their moderator is.

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