

## **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 September 2017**

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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# Cambridge Technical in Health and Social Care Level 2

## 1. Overview:

The Cambridge Technical (2012 suite) in Health and Social Care have been extended to the dates shown in the table below.

Entry codes	Level	Last entry date	Last certification date
05300-05305	Level 2	30/04/2020	31/08/2022

Cambridge Technical at Level 2 offer students a broad and in-depth foundation for either the modern workplace or further studies.

With 14 Level 2 units, there is a wide choice for students to study.

## 2. General Comments

Many centres have delivered the qualification over the last academic year, the most popular course being the Extended Certificate. Centres have found the assessment criteria accessible and likewise candidates have found them manageable. Centres have benefitted from advice given to them on the first moderation visit and implemented this so as to achieve 100% success on their second visit.

A wide range of assessment methods have been used and moderators have had the pleasure of moderating all types of evidence. Written evidence still remains most used however the use of display, posters, leaflets, video, role play and witness statements have also been incorporated.

The organisation of work is commendable and many candidates clearly label evidence, many choosing to use the assessment criteria as a header and bold the command verb.

Many candidates are reaping the rewards of an induction programme which embeds the meaning of each command verb and an understanding of plurals and application.

An area that could still be improved is application to more than one environment.

## 3. Comments on Individual Units

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.

Centres must take note of the JCQ guidelines re the quantity and content of centre feedback.

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

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

There are four core units and ten optional units at L2.

When the command verb is demonstrate, candidates are expected to do something and therefore a witness statement could be used. When the command verb is explain, candidates should avoid list like evidence and write in continuous prose.

### **Unit 1 Communication in Health and Social Care**

This unit has been approached well and accurately assessed.

P1 requires candidates to identify different forms of communication. Assessment evidence has included pictures, tables and descriptive comments. M1 asks candidates to describe at least two technological aids. This evidence must relate to a range of health and social care environments. Observations made during work placement have been referred to when providing evidence for this assessment criteria.

P2 requires candidates to explain barriers to effective communication within a health and social care environment. This should be based on a setting and again can refer to work placement or a visit to a setting. Whilst teachers would be expected to cover all barriers in their teaching, at least two must be explained in the evidence submitted. The how and why should be included. P2 requires an explanation and many students opt for a power point. This sometimes restricted the depth of explanation.

P3 and P4 require candidates to take part in effective interactions. Good practice would be to support each assessment criteria with a witness statement. Additional evidence could include planning of the interaction or a set of statements covering the 'who, what, why, where and when', for each interaction.

M2 requires candidates to assess the effectiveness of their communication skills in each interaction. Assessment requires candidates to form an opinion or provide a judgement and both interactions should be referred to.

In D1 when analysing the factors which enhanced and inhibited communication in each interaction, candidates should cover at least two enhancing and two inhibiting factors across the two interactions.

### **Unit 2 Individual Rights in Health and Social Care**

P1 Candidates are asked to identify factors that contribute to the equality of individuals in society. The teaching content should be referred to and social and political factors included. Evidence submitted has included pictorial as well as written work.

P2 When explaining the individual rights of people who use services, at least two should be covered. Candidates could focus on fewer rights in greater depth. This is also the case in P3 when candidates must explain the principles and values which underpin the support for people who use services. An explanation can suggest the use of continuous prose and examples should be provided.

M1 Candidates should not describe stereotypes but the problems associated with them.

For D1 an opinion or judgement should be provided when assessing the impact of applying principles and values when supporting people who use services. Candidates must assess the impact of applying care values rather than cover them generically.

### **Unit 3 Individual needs in Health and Social Care**

A wide range of different types of evidence were produced for this unit. P1 requires candidates to outline the everyday needs of individuals. Many used tables, web diagrams or time lines to address the assessment criteria. Teaching guidance was used accurately to guide content.

At least two factors which affect the everyday needs of individuals should be explained for P2. It was encouraging to see centres had delivered breadth, addressing a wide range of factors however candidates had explained in depth at least two. Explain requires depth/content. It is good to use PIES but evidence should be detailed.

P3 is a practical task which asks candidates to carry out an assessment of the health and wellbeing of an individual. Generally when a learning objective starts 'candidates will be able to', the assessment criterion is a practical task. In this case many candidates selected an 'unhealthy' individual and conducted an interview. Other techniques included completing physical measures and dietary records.

P4 requires candidates to produce a plan for improving the health and wellbeing of an individual. The majority of candidates used the findings from P3 and put together a realistic plan to improve different aspects of health of the individual. M1 is linked to P3 and P4 in that candidates are asked to interpret the findings of the assessment of the health and wellbeing of an individual. There are many ways of doing this and many candidates used the 'norms' of good health to compare their individual against.

D1 requires candidates to justify the methods used to gain information about an individual when carrying out an assessment. Some candidates did not fully understand that they were required to justify why they conducted an interview, or recorded alcohol consumed or food intake. This is not an evaluation and there is no requirement to provide advantages and disadvantages of different methods.

### **Unit 4 Ensuring Safe Environments in Health and Social Care**

P1 requires candidates to identify potential hazards that might arise in health and social care environments. Candidates must consider more than one health and social care environment and many used diagrams to identify potential hazards.

Presentations were often used to produce evidence for P2. The command verb is outline and presentations lend themselves to this. Only the main features of current health and safety legislation as applied in health and social care needed to be included.

P3 has caused some confusion for some candidates. The emphasis is on explaining risk assessment processes in the context of everyday activities in health or social care. Some candidates did not consider the processes but simply completed a risk assessment. Explain risk assessment processes needs more than a simple statement in a flow chart.

M1 asks candidates to explain possible ways to control risks using processes and procedures in health or social care. This means candidates must cover at least two ways for at least two risks and all must relate to health and social care. D2 (currently signposted as the second D1) links to this as candidates can then go on to make recommendations to minimise specific risks in health or social care.

When approaching D1 candidates must describe the responsibilities of both health and social care employers and employees in identifying potential hazards within settings. At least two settings should be included.

#### **4. Sector Update**

September 2017 sees the launch of Cambridge Technical L2 Health and Social Care (2016 suite).

These qualifications will allow your students to achieve their potential and progress to the next stage of their lives, whether it be further study via a Level 3 Tech Level, an apprenticeship, or straight into employment.

Designed in collaboration with experts spanning the breadth of the sector, the Cambridge Technicals in Health and Social Care will provide your students with the skills required when starting out in their chosen career.

There are eight units available across two pathways, childcare or health and social care. Learners will take four mandatory units which comprise: Principles of working in health and social care, Health and safety in practice, Working in a person-centred way and Safeguarding. There are two different size qualifications available, roughly equivalent to 1.5 and 3 GCSE's. There are two externally assessed examination units, one of which is made up of multiple choice questions.

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