

## **Vocational Qualifications (QCF, NVQ, NQF)**

### **Life and Living Skills**

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

### **OCR Report to Centres 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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# Life and Living Skills, 10160 – 10172, 10181, 10182, 10183

## 1. Overview:

The OCR Life and Living Skills suite of Entry Level qualifications are suitable for both young and mature learners in a range of learning situations, including ESOL learners, learners with special educational needs, learners in secure establishments and learners taking traineeships.

These credit-based qualifications are available at Entry Level 1, Entry Level 2 and Entry Level 3.

The six qualifications accessible are:

- Introductory Award
- Award
- Extended Award
- Certificate
- Extended Certificate
- Diploma

The 150+ units available, across a variety of skill areas, make the qualifications extremely flexible and adaptable, especially as there are no barred or mandatory units. Some of the skill areas include 'Arts and crafts', 'Communication', 'ICT', 'Home Management', 'Personal skills' and 'Numeracy'. The good range of skill areas ensures that units can be chosen to suit individual learners' interests.

### Best practice

The majority of Centres have completed *Records of Assessment and Evidence* in a detailed and comprehensive way, with annotated worksheets, photographs, computer screenshots and witness statements being included as appropriate. These Centre submissions have demonstrated exactly how the Assessment Criteria has been met in a fully individualised way, with plural words in the assessment criteria been taken into consideration and evidenced. Links to the Assessment Criteria have been clearly identified and paired against the evidence submitted for external moderation.

## 2. General Comments

### Awarding Rules

For each qualification, learners must achieve a number of credits at the level they are being entered for. For example, to achieve an Award at Entry Level 3, the learners must gain a minimum of six credits overall, but four of these must be at Entry Level 3. This means that the remaining two credits can be at any level.

### Entry Level 1

The *Guide to Stage on Entry 1 Achievement Continuum covered by E1 units* continues to be helpful to Centres, as it identifies the most appropriate units for learners at different stages of the Achievement Continuum. For example, a learner at Achievement Continuum stage 1 (Encounter) could be provided with the opportunity to achieve C01 'Responding to your natural environment', whereas a learner at the 'Application' stage could be supported to achieve a more complex E1 unit, such as C06 'Travel within the community: going places'.

At Entry Level 1 there are many units, across a variety of skill areas, to choose from. Therefore, Centres can choose units which suit not only their learners' skill level, but also their learners' interests. This has meant that the Entry Level 1 performance has been good.

### **Entry Level 2 & Entry Level 3**

Learner performance has also been good at Entry Level 2 and 3. The summative assessment work has demonstrated that Centre assessors are providing their learners with many interesting and motivating activities in their teaching and learning sessions. There has been evidence, for example, of group discussions, trips out to supermarkets / fitness facilities, working on group projects effectively, managing emotions etc.

### **3. Comments on Individual Units**

All units are optional. Therefore, units can be chosen that best suit learners' own interests, preferences and skill levels, which allows for good differentiation.

Many units contain plural words/phrases in the assessment criteria. Overall, Centres are improving at being aware of these and in ensuring that their learners provide evidence of meeting these, but some Centres do need reminding of this issue to avoid the withdrawal of any units. For example, in Unit D11 'Understanding how to clean the home', AC 2.4 states 'State how to use home cleaning products safely', which requires the learners to say/record how to use more than one home cleaning product safely. Sound evidence may include an assessor's observation statement, e.g. 'Chloe said that gloves must be worn when using bleach. She also said that the nozzle on the spray disinfectant must be turned to 'off' when not in use.'

All Assessment Criteria (AC) utilises command verbs, which Centres are getting better at understanding. The evidence has demonstrated this to be the case, although in a small number of cases, especially where Centres are new to the qualifications, clarity is needed to avoid withdrawals. The following AC examples can be used to provide this clarification:

#### **Unit D12 – Shopping for daily living**

##### **AC 1.1 states 'Identify items which need to be bought regularly for daily living'**

Good evidence could be where a learner may have created a poster to record items (note: this is a plural word) that need to be purchased for daily living, for instance: shampoo, toothpaste, milk, bread, soap etc. An annotated photograph of the poster, with clear links to the AC, could be attached to the signed and dated *Record of Assessment and Evidence* and sent to the External Moderator.

##### **AC 2.1 states 'Demonstrate appropriate behaviour while buying chosen items'**

Sound evidence might be where an assessor may have observed a learner showing that they have behaved appropriately in a supermarket when buying items (note: this is a plural word). The witness statement, with clear links to the AC, could be attached to the signed and dated *Record of Assessment and Evidence* and sent to the External Moderator. A statement to demonstrate the AC has been met could be as follows: 'Chloe bought shampoo and toothpaste in the supermarket. She queued up sensibly and she said 'hello' and 'thank you' to the shop assistant.'

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

There are many useful resources available for Centres in the OCR Life and Living Skills section of the OCR website, such as 'How to write a centre-set assignment' and the 'Sample learner portfolio'. There are also a variety of lesson elements.

**The Life and Living Skills qualifications have been extended for a further period until June 2019.**

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